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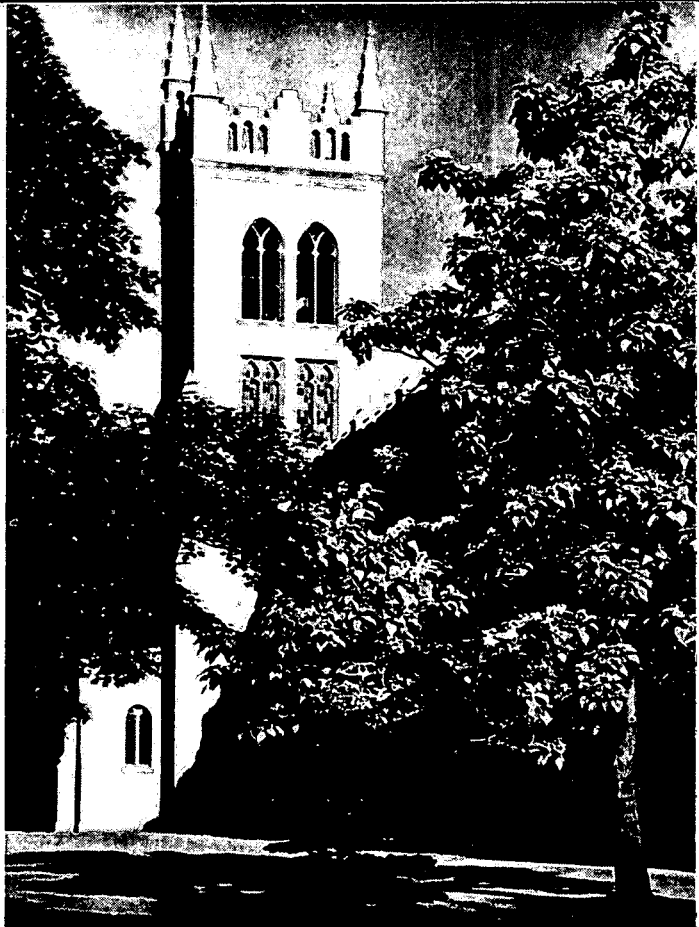
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HOPE COLLEGE

BULLETIN

Annual Catalogue

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Directions for Correspondence

Concerning ADMISSIONS, FEES, SCHOLARSHIPS, REQUESTS FOR LITERATURE, address Mr. A. H. Timmer, Director of Admissions.

Concerning the WELFARE OF WOMEN STUDENTS AND WOMEN'S HOUSING, address Miss Emma Reeverts, Dean of Women.

Concerning the WELFARE OF MEN STUDENTS AND MEN'S HOUSING, address Mr. Milton Hinga, Dean of Men.

Concerning TRANSCRIPTS OF RECORDS, address Mr. Paul E. Hinkamp, Registrar.

Concerning PAYMENT OF FEES OR TRANSACTION OF BUSINESS IN CONNECTION WITH STUDENT ACCOUNTS, address Mr. Henry Steffens, Treasurer. All checks should be made payable to the Treasurer, Hope College.

HOPE COLLEGE BULLETIN

**ANNUAL CATALOGUE
1953 - 1954**

**ANNOUNCEMENTS FOR THE YEAR
1954 - 1955**

**VOLUME 92 MARCH, 1954 NUMBER 1
HOLLAND, MICHIGAN**

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Part One

THE COLLEGE

College Calendar

1953 - 1954

1953

September 14	Freshman Registration begins
September 15, 16	Upperclass Registration
September 15	"Y" Beach Party for Freshmen
September 16	Formal Faculty Reception for New Students
September 17	Annual Convocation — 9:00 a.m.
September 17	Classes begin
September 18	All College Mixer
October 1	Chicago Symphony String Orchestra
October 2	Freshman-Sophomore Pull
October 16, 17, 18	Homecoming
October 16, 17, 19, 20	Palette and Masque Play — "The Admirable Crichton"
November 12	Hope College Orchestra Concert — Student Soloists
November 20	Nykerk Cup Contest
November 22	Hope College Symphonette Concert
November 24	Trapp Family Singers
November 25	Thanksgiving Recess begins — 4 p.m.
November 30	Thanksgiving Recess ends — 8:00 a.m.
December 6	Musical Arts Christmas Vesper Service
December 9, 10, 12	Palette and Masque Play — "The Heiress"
December 11	W.A.L. All College Christmas Party
December 15	Messiah
December 18	Christmas Recess begins — 11:00 a.m.

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January 5	Christmas Recess ends — 8:00 a.m.
January 15, 16	John Ranck — Pianist
January 22	Second Semester Registration
January 25-30	Semester Examinations
February 2	Second Semester begins
February 6	Thomas L. Thomas — Baritone
February 3-13	Dutch Treat Week
February 14	Faculty Recital
February 15-19	Religious Emphasis week
February 13	Music Department Recital
February 23	Hope College Symphonette Concert

College Calendar

March 5	All College Sing
March 11	Stanley String Quartet
March 12, 13, 15, 16	Palette and Masque Play—The Royal Family
March 25	Sophomore General Culture Tests
March 26	Spring Recess begins—4:00 p.m.
April 6	Spring Recess ends—8:00 a.m.
April 11	Faculty Recital
April 16	Hope College Band Concert
May 7	May Day
May 16	Hope College Orchestra Concert
June 4-11	Semester Examinations
June 12	Alumni Convocation—6:30 p.m.
June 13	Baccalaureate Service
June 14	Commencement—10:00 a.m.

1954-1955

September 13	Freshman Registration begins
September 14-15	Upperclass Registration
September 16	Annual Convocation—9:00 a.m.
September 16	Classes begin
November 24	Thanksgiving Recess begins—4:00 p.m.
November 29	Thanksgiving Recess ends—8:00 a.m.
December 17	Christmas Recess begins—11:00 a.m.

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January 4	Christmas Recess ends—8:00 a.m.
January 21	Second Semester Registration
January 24-29	Semester Examinations
February 1	Second Semester begins
March 24	Sophomore General Cultural Test
March 25	Spring Recess begins—4:00 p.m.
April 5	Spring Recess ends—8:00 a.m.
May 27 - June 3	Semester Examinations
June 4	Alumni Convocation—6:30 p.m.
June 5	Baccalaureate Service
June 6	Commencement—10:00 a.m.

History and Organization

In 1848 the General Synod of the Reformed Church in America approved the recommendation of the Special Committee on the State of the Church which urged that "an institution of high order for classical and theological instruction under our patronage as long as necessary be established." One year before this a party of religious immigrants had settled in the wilderness on Black Lake and had founded the town of Holland. Under the leadership of Reverend A. C. Van Raalte the plans for an educational institution were soon realized. In 1851 an academy was established under the principalship of Walter T. Taylor.

To the first report of Principal Taylor to the General Synod was appended a statement by Reverend Van Raalte, containing the sentence, "This is my anchor of Hope for this people in the future." This statement, as simple as it is felicitous, gave the name Hope College to the institution and led to the selection of the anchor as its seal. At first the academy provided instruction only at the secondary level, and the plan of collegiate education was not put into action until 1862, when the first freshman class was organized. In 1866 Hope College was incorporated and Rev. Philip Phelps, D.D., was inaugurated as the first President. In that same year the first class of eight was graduated.

1878 There have been seven presidents of Hope College as follows:
Philip Phelps (1866-1885), Charles Scott (1885-1893), Gerrit J. Kollen (1893-1911), Ame Vennema (1911-1918), Edward D. Dimnent (1918-1931), Wynand Wichers (1931-1945), and Irwin J. Lubbers (1945-present).

The governing body of Hope College is the Board of Trustees, consisting of forty-two members, including the President of the college. They are selected in the following manner: nine are selected by the General Synod of the Reformed Church in America, five by the Board of Trustees, and the remainder by the various classes or particular synods of the Reformed Church. They hold office for six years and are the regularly constituted corporation under which the college acts.

* *Provisional Presidents*

Edw. H. Mandeville - 1878-1880

Charles Scott - 1880-1885

Aims and Standards

Hope College is a church college, founded and maintained by the Reformed Church in America. It offers a program of liberal arts education to its constituents and to all those who subscribe to its aims and purposes and who meet its requirements for admission. Its continuing purpose is to be dynamically Christian in its objectives and in its practices.

The Reformed Church in America, which supports the college and directs its program through its elected board of trustees, is a protestant denomination in the main tradition of the historic Reformation Movement. It believes in the teachings of the Bible as the supreme and final authority on faith and life. It holds to the central Christian Doctrines as stated in the Apostles' Creed and follows the Presbyterian system of church government.

From the beginning of its history Hope College has sought to present a program of instruction and to provide an atmosphere which would help to strengthen the Christian faith of its students and faculty. As such the basic tenets of the Christian faith form the major assumptions upon which the total program of the college is established. The college is positive in its belief that the Christian religion is central to all true education. Its motto, engraved on the college seal, emphasizes its position: "*Spera in Deo* — Hope thou in God."

As a liberal arts college Hope College offers a curriculum designed to introduce the student to the broad field of human knowledge and culture, to bring him to the realization of the problems and responsibilities facing him as a Christian, and to direct him toward the acceptance and performance of his duties in the world today. The curriculum is based on a four-year program leading to the bachelor of arts degree.

With a student capacity of approximately one thousand, Hope College seeks to foster a close personal relationship between students and faculty and to promote a sense of unity and cooperation in the college community, for it believes that these characteristics are among the distinctive advantages of the smaller liberal arts college. The student body is cosmopolitan, with members coming from the various parts of the nation — New England, the Middle Atlantic states, the Midwest, the Far West and the South — and from a number of foreign countries. This diversity of environmental background serves to enrich the experience of all the students.

In the framework of this heritage and tradition, and consonant with the religious faith that provides direction, the board of trus-

tees and the faculty of Hope College have formulated the following set of objectives to which they subscribe.

The aims and purposes of Hope College are:

1. To develop Christian character, nurturing and strengthening faith in God, in Jesus Christ as God's Son and only Saviour and Lord, and in the Bible as the inspired Word of God, our only rule of faith and practice.
2. To provide an atmosphere, culture and education that will undergird, strengthen and support those basic Christian principles taught and practiced in the home and church, that will help the student to develop a Christian philosophy of life, and that will strengthen him in the practice of that philosophy.
3. To encourage cooperative participation in group life as a valuable social experience for the development of Christian living and leadership.
4. To train the whole of man for the whole of life and to send forth well-informed, consecrated Christian leaders into every walk of life.
5. To introduce the student to the organized fields of learning, interpreted through the Christian view of the world, man and his culture, based upon revealed truth as presented in the Word of God, so that he will further develop a proper sense of values.
6. To build strong bodies, through physical training, acquainting the student with the principles of hygienic living and developing interests and habits conducive to physical, mental and spiritual health.
7. To train the student in understanding and evaluating the thoughts of others and in expressing his own thoughts clearly and effectively.
8. To provide the student with intensive concentration in one field of learning and with the techniques of research which are ordinarily associated with that field, so that he will be adequately prepared to take his place in graduate schools or directly in his chosen vocation or profession.
9. To arouse a keen awareness of the power of the unseen, spiritual forces in the world and their importance in the total pattern of living.
10. To raise the standards of its teaching so that its faculty will constantly improve in scholarship and ability.

Academic Standing

Hope College is fully accredited by the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the American Association of University Women, and the American Chemical Society. It maintains membership in the American Council on Education, the Association of American Colleges, and the National Conference of Church-related Colleges. Hope graduates are admitted to the leading graduate and professional schools.

College Regulations

A student's application for admittance to Hope College implies his acceptance of the purposes and regulations of the college, and his readiness to conduct his social and academic activities in harmony with the principles and rules of the college. The college reserves the right to require the withdrawal of any student at any time if the general welfare, in its opinion, seems to demand such action.

The following basic regulations of the college are designed to contribute to the welfare of each student and of the college as a whole.

1. Devotional services in the Memorial Chapel are held each school day. These services minister to the spiritual growth of the student and serve as a unifying force among the student body. Each student is required to attend these daily devotional periods.
2. To increase the student's understanding of the Christian religion, one course in the department of Bible and Religion is to be taken by every student each year that he is in residence at Hope College.
3. Students are expected to attend public worship each Sunday at churches of their choice.
4. The college opposes drinking, gambling, and hazing in all forms. Offending students will be subject to discipline.
5. The college discourages the use of tobacco by women students.
6. All women students not residing in Holland or living, by consent of the Dean of Women, with near relatives are required to room in the women's residence halls.

7. Students living in college residence halls who contemplate marriage during the school year must make arrangements with the college authorities in advance.
8. Social dancing at Hope College is regulated in accordance with a ruling of the Board of Trustees which is as follows:
"The college cannot effectively enforce standards of social conduct and practice different from those taught and encouraged in the homes of its constituents. Nevertheless, dancing on the college campus shall not be permitted; and, while the Board discourages off-campus dancing, any such off-campus dances shall be under college supervision."

Campus and Buildings

Location

HOPE COLLEGE is located at Holland, a city of sixteen thousand, in the western part of Michigan on Lake Macatawa, which is a bay of Lake Michigan. The Chesapeake and Ohio Railroad affords direct connection with the leading cities east and west. Grand Rapids is located twenty-five miles northeast and is reached by the Chesapeake and Ohio and motor bus lines. Chicago is one hundred and fifty miles to the southwest. Holland is in the heart of Michigan's famous fruit and summer-resort belt.

Campus

The main College campus, containing eighteen acres, lies in the center of the city between Tenth and Twelfth Streets, and College and Columbia Avenues. The east college campus, containing seven and one-half acres, lies between Ninth and Eleventh Streets and to the east of Fairbanks Avenue joining the eastern limits of the city of Holland. It is the site of the original home of Dr. Albertus C. Van Raalte, the founder of the city of Holland and Hope College. This portion of the campus was a gift of William B. Eerdmans to Hope College in 1947.

Buildings

HOPE MEMORIAL CHAPEL was dedicated in 1929. A large and imposing Gothic structure, it is one of the beautiful college chapels in the country. It has sixteen stained-glass memorial windows and a four-manual Skinner organ. On the first floor are three rooms used exclusively by student religious organizations, and four classrooms used principally by the Religion and Music departments.

THE SCIENCE BUILDING is a three-story brick building of newest design and construction, erected in 1939. It houses the Biology, Chemistry, Physics, and Art Departments, and the dramatics program.

GRAVES LIBRARY houses the library and the department of modern foreign languages. The Library contains a large pleasant reading and reference room, a periodical room, two stack rooms containing forty-seven thousand bound volumes, and work rooms. The building at one time housed both the Library and the College Chapel, called Winants Chapel.

VAN RAALTE MEMORIAL HALL contains twenty large recitation rooms and a number of faculty offices. The administrative offices of the college occupy the east side of the main floor. Located on the lower floor are the Coffee Shop, Lounge, and College (Blue Key) Book Store.

CARNEGIE GYMNASIUM, the funds for the erection of which were given by Mr. Andrew Carnegie, was completed in 1906. In 1948 the building was partially remodeled to provide more adequate and up-to-date facilities for the Physical Education Department and the athletic program.

WALSH MUSIC HALL, located just off the campus on East Ninth Street, contains studios and practice rooms for voice and piano.

GILMORE COTTAGE, located at 103 East Tenth Street, was purchased by the college in 1947. The first floor has been remodeled for offices for the Dean of Women.

COLLEGE HEALTH CLINIC, 132 East Twelfth Street, contains the offices of the college physician and the college nurse. It also has three infirmary wards, and offers medical care to all Hope students.

Women's Residence Halls

Women students who are not residing at home are expected to live in the residence halls on the campus. Exceptions to this rule are made only with the approval of the Dean of Women and the President. There are three women's residence halls, each with an apartment suite for the director of the hall. They are under the general supervision of the Dean of Women.

VAN VLECK HALL, the historical first building on Hope's campus, was rebuilt and remodeled in 1942 and given new furnishings in 1951. It houses forty-two students.

ELIZABETH R. VOORHEES HALL, newly decorated and furnished in 1951, provides accommodations for approximately one hundred ten women. The Voorhees dining hall has a capacity of one hundred sixty.

WINIFRED H. DURFEE HALL is the new residence hall completed in the spring of 1950. It accommodates one hundred women and provides facilities for approximately three hundred fifty students in its two dining halls.

The Hope College Women's League is an active organization whose special interest has been the women's residence halls. Founded by a group of women from churches in the Synod of Chicago in 1925, the League has greatly enlarged its organization and made significant contributions to the attractiveness and usefulness of the women's residence halls.

Men's Housing

Most of the men students who are not residing at home are accommodated in housing units owned by the college. Of the remainder, approximately sixty college men are housed in Zwemer Hall, the men's dormitory of the Western Theological Seminary, adjacent to the campus. A few men students live in private homes in the section of the city near the campus.

The college owned housing units include the following:

The "T" DORMITORY is a Freshman dormitory unit, and accommodates thirty-three men in furnished single rooms.

Five large homes, each accommodating between twenty and thirty men students, are managed by the five social fraternities on the campus. In each house lives a house director employed by the college. The houses bear the names of the fraternities: ARCADIAN HOUSE, COSMOPOLITAN HOUSE, EMERSONIAN HOUSE, FRATERNAL HOUSE, and KNICKERBOCKER HOUSE.

BEACH COURT comprises six buildings, each of which is divided into four apartments for married students.

Dining Halls

The college maintains three dining halls, one located in Voorhees Hall, and the other two in Durfee Hall. All dining halls are open to both men and women. Meals are furnished at reasonable cost, under the supervision of a trained director and dietician.

Special Services

Counseling Service

Hope College maintains a pre-college and college counseling program that aims at helping each student to clarify his academic, personal, and vocational interests and problems from the time he considers applying for admission until he enters upon his field of professional service.

Pre-college counseling is in charge of the college Director of Admissions. Prospective students are invited to visit or write his office relative to their college and vocational planning. Whenever desired or deemed essential, personal interviews and aptitude testing are provided to assist the applicant in his academic and vocational decisions.

The college counseling program is under the direction of the Student Personnel Board, comprising the Dean of Men (Chairman), the Dean of the College, the Dean of Women, the Director of Freshman Orientation, and the Director of Admissions. This board assigns to each entering student an experienced faculty counselor who assists him in becoming oriented to campus life and in planning his academic program. The counselor confers periodically with the student concerning his academic progress. He is the immediate source of help to whom the student may turn for discussion of his personal, academic and vocational problems.

Initial counseling assignments made at the beginning of the Freshman year generally continue through the end of the Sophomore year. If either the student or the counselor feels that the student's needs will be more effectively met by a change in counseling assignment, request for such change may be made to the chairman of the Personnel Board. At the end of his Sophomore year the student is expected to select a major field of concentration. Upon approval of his application, the student then becomes the advisee of the chairman of the major department. The advisor's responsibilities include those of the underclass counselor and, in addition, he assists the student to focus his college work more definitely on his post-college objectives.

Each student entering the college for the first time is given a battery of general aptitude and achievement tests, which serve as a partial basis for directed counseling. For all students, a complete file of aptitude and vocational tests is maintained in the Testing Office, and may be taken without cost.

To insure the best advice to the student who desires information in some particular profession or field of study, faculty members who have had special interest and knowledge in these fields have

been appointed to serve as vocational advisors. The student should feel free to consult these people on any question pertaining to a special vocational interest. For a list of these advisors, see below, page 107.

For assistance in other special areas, certain individuals or agencies on the campus are available to students, either directly or through referral by the counselor or advisor.

Academic—Mr. Hollenbach, Dean of the College;

Mr. Hinkamp, Registrar

Employment—Mr. Visscher, Business Manager

Financial—Scholarships: Mr. Kleis, Chairman of Committee;

—Loans: Mr. Steffens, College Treasurer

Health—Dr. Moerdyk, College Physician

Personal—Mr. Hinga, Dean of Men; Miss Reeverts, Dean of Women

Reading—Mrs. Schoon, Director of Reading Center

Religious—Mr. Voogd, College Pastor; Mr. Ponstein, Mr. Schoon, Mr. Hilmert

Teacher Placement—Mr. VanderBorgh

Vocational Placement—Mr. Timmer

Placement Service

Hope College offers vocational placement service to senior students and in a limited degree to alumni.

The Bureau of Teacher Placement is directed by Professor Garrett Vander Borgh, Chairman of the Education Department. This Bureau collects the information and credentials of those desiring the service and makes them available to interested school administrators. Where possible, administrators are invited to the college campus for interviews with the teaching candidates.

The Bureau of Vocational Placement, other than Teacher Placement, is under the supervision of the Director of Admissions. This Bureau serves as a clearing house for information on openings in business, industry, governmental service, and graduate study. It arranges interviews between interested seniors and representatives from these fields. It also makes known to students summer employment opportunities when such information is available.

Health Service

Clinic and infirmary care is offered to every enrolled student of Hope College in the Student Health Clinic. The clinic staff consists of the college physician, Dr. William Moerdyk; a full-time nurse who is in charge of the health service; part-time graduate nurses; and a cook and housekeeper. The physician's clinic hours

are from 8:30 to 12:00 a.m., Monday through Saturday, and afternoons by appointment. The clinic and infirmary are open day and night, with a nurse on duty or on call at all times.

Free clinic service consists of an examination by the college physician when a student reports for illness, and the administration of ordinary clinic medicines. Major surgery, hospitalization, special physician's fees, x-rays, and special drugs must be paid for by the student. Infirmary care at \$1.00 per day is provided for all students needing bedside care. Sick students do not remain in the dormitories but are required to enter the infirmary, which has three pleasant rooms. Parents are notified by infirmary authorities whenever any student is considered to be seriously ill or whenever surgery is advised.

Reading Center

In order to aid students who have special difficulties in reading, a Reading Center has been established under the direction of Mrs. Helen V. Schoon. Any student desiring help in diagnosing his reading problems and in remedial practice may use this service. Counselors and instructors may refer students to the Center for help. Any student wishing to improve his reading skills, even though he has no special difficulty, may also use the facilities of the Center. The Reading Center is located in 24 Graves Hall.

Student Employment Service

See below, page 27, for a description of this service.

College Sponsored Tours

College credit is given for participation in study-tours to Europe and Mexico. These tours are conducted by qualified members of the Modern Language faculty at nominal expense to the student during the summer months. Enrollment is limited to those who have completed two years of a modern language spoken in the area visited. Thus Hope students are not limited to a classroom acquaintance with a foreign language but also have the opportunity to practice it in the country where it is spoken as well as enrich their knowledge and appreciation of foreign cultures through direct contact. The college will also consider granting course credit for other foreign study tours similarly organized under college or university supervision and direction.

Student Activities

Religious Organizations

The central religious organizations on the campus are the **YOUNG WOMEN'S CHRISTIAN ASSOCIATION** and the **YOUNG MEN'S CHRISTIAN ASSOCIATION**. Meetings of these two organizations are held every Tuesday evening at 7:15 o'clock in the rooms set apart for them on the first floor of the Memorial Chapel. All students are urged to become members of these organizations. The two associations cooperate to direct and administer the program of religious activities of the student body. The highlight of the year is the annual Religious Emphasis Week, sponsored and conducted by the two groups.

In addition to the two Y.'s, there are two other religious groups. **ALPHA CHI** is an organization of students who are preparing themselves for the Christian ministry. **KAPPA DELTA** is an organization of young women who are preparing themselves to become full-time leaders in church activities. Meetings of each of these groups are held monthly for discussion and inspiration.

Honor Societies

BLUE KEY is a national honor fraternity made up of senior men chosen because of their individual academic attainments combined with their participation in student activities. Their purpose as a chapter is to aid the faculty in the furtherance of all worthwhile collegiate activities.

ALCOR SOCIETY is a local honor society composed of senior women who have measured up to certain academic standards and have been outstanding in character, leadership and service. Their purpose is to enrich the social and academic life on the campus.

BETA BETA BETA is a national honor fraternity for outstanding upper class students in the field of Biology. Eta Chapter is located at Hope.

DELTA PHI ALPHA, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

PHI ALPHA THETA, Gamma Omicron Chapter, is a national honor fraternity for students in History. Members are elected on the basis of high scholastic attainment.

Pi EPSILON DELTA, or National Collegiate Players, is a national honor fraternity open to upper class students who have given distinguished service in theatre work on the campus.

PI KAPPA DELTA is a national honorary forensics fraternity, to which students who have made signal contributions in forensic activities are eligible. Gamma chapter is located at Hope College.

Departmental Clubs

There are a number of organizations on the campus designed to offer students with similar academic interests the opportunity of meeting together for their mutual help and advancement. Some of these clubs are open to all interested students. This group includes the French, German, Spanish, and Classics Clubs, and the International Relations Club.

Other clubs are designed essentially for upper class students majoring in a particular field or department. This group includes the Chemistry, Elementary Teachers, English, Math-Physics, Philosophy, and Sociochology Clubs.

Musical Organizations

Students interested in music find abundant opportunity to gratify their desires through membership on one or more of the musical organizations.

THE CHAPEL CHOIR, a mixed group of seventy voices, sings at morning chapel services and on special occasions. In 1953 it made an extensive concert tour.

THE CHANCEL CHOIR, open to all interested students, is trained in choral literature and sings on special occasions.

THE WOMEN'S GLEE CLUB and the **MEN'S GLEE CLUB** of thirty voices each are trained in programs of sacred and secular music. Both clubs take short trips and an extensive concert tour periodically.

THE HOPE COLLEGE MESSIAH CHORUS, composed of the above organizations and augmented by other musically interested Hope College students and faculty, presents Handel's oratorio each Christmas season in the Memorial Chapel.

THE HOPE COLLEGE ORCHESTRA, a symphonic organization of about sixty members, presents its own series of concerts with faculty and student soloists. Young People's concerts for the children of the Holland area, the accompaniment of the "Messiah", are included in its activities.

THE HOPE COLLEGE SYMPHONETTE is an orchestra of about twenty members selected by audition from the members of the

regular orchestra. The group presents a series of Holland concerts and makes numerous out-of-town appearances.

THE HOPE COLLEGE BAND presents several "Pops" concerts for the student body and is active at the various athletic events. Joint concerts with other MIAA bands are a part of the group's activities.

The MUSICAL ARTS CLUB is open to all music students. It aims to promote worthwhile musical activities on the campus.

Forensics and Dramatics

Speech extra-curricular activities include intercollegiate competition in all of the contests sponsored by the Michigan Intercollegiate Speech League (MISL), such as annual contests in extemporaneous speaking, group discussion, debate, oratory, and the Prose and Poetry Festival in interpretive reading. Local and state contests are also held in the oratorical and extemporaneous speaking events of the Intercollegiate Peace Association. Student representatives attend the provincial and national conventions of Pi Kappa Delta, forensic honorary fraternity.

Dramatic activities center in PALETTE AND MASQUE, a dramatic group which produces both one-act and full-length plays before campus and off-campus groups. A series of three full length plays provides the basis for the annual dramatics program.

Publications

There are two major student publications on Hope's campus. The first is the ANCHOR, the college newspaper, which is published every two weeks by a staff of students. The second is the MILESTONE, the college year book, edited and published by a staff chosen from the Junior class of the college. In addition to these, a STUDENT GUIDE, containing the student roster, is published each fall through the Blue Key; and OPUS, a literary magazine, is published annually.

Social Organizations

A number of social fraternities and sororities, all local, exist on the campus. Each of the women's societies has a separate club room in one of the women's residence halls. Although they have Greek letter titles they are better known as Delphi, Dorian, Sorosis, Sibylline, and Thesaurian. All women students desiring to join one of these sororities are given the opportunity in the fall of their

sophomore year. All freshmen women are eligible for membership in A.S.A., a Freshman women's sorority.

There are five men's fraternal organizations: Arcadian, Cosmopolitan, Emersonian, Fraternal, and Knickerbocker. Men students are eligible to join these societies in their freshman year. Each fraternity has living quarters and club rooms in a college-owned house on or adjacent to the campus.

A Pan Hellenic Council and an Interfraternity Council are the governing boards of these two groups of societies.

Student Government

A STUDENT COUNCIL of eighteen to twenty-one members is chosen annually by the students to represent the student body in the total college program. The President and Vice President are elected at a general spring election. The other members are chosen from the different classes, the fraternal societies, other key organizations, and from the student body at large. Three faculty members, elected by the faculty, meet with the Council as faculty representatives. The Student Council serves as an executive committee to promote student activities and to assist in forwarding the entire program of the college.

The WOMEN'S ACTIVITY LEAGUE, for all women students, has as its function the promotion of co-operation and friendship among the women of the college, the fostering of high standards of conduct, and the furthering of campus interests and activities among the women. It sponsors annually a number of all-girl or all-campus parties and programs, including the May Day celebration.

Athletic Activities

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Adrian, Albion, Alma, Calvin, Hillsdale, Kalamazoo and Olivet. The association is governed by a Board of Directors, to which each college sends one faculty member and one student member as its representatives. Hope College competes in all the intercollegiate sports of this association, namely: football, basketball, track, baseball, golf, tennis, and cross-country. All men are encouraged to participate in these sports. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the association.

In 1953, the faculty adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self-discipline, and character development, the stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the Michigan Intercollegiate Athletic Association.

The intercollegiate athletic program is under the direct supervision of the faculty athletic committee. This committee rules on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of academic record and financial need only.

The women's intramural sports program is sponsored by the Women's Athletic Association, open to all women students. The governing board consists of elected representatives from each class. Under this program those who wish may take part in volleyball, softball, basketball, badminton, tennis, bowling, ping pong, and other sports. Teams and tournaments are organized and awards are granted on the basis of participation. In addition to this regular program, those who show unusual interest and ability are given opportunities to represent Hope College in Play Days or athletic meets held several times during the year with other colleges in the vicinity.

An extensive intramural program for men has been organized by the director of men's physical education under the sponsorship

of the Interfraternity Council. Teams are organized on a class, dormitory, or society basis. The following sports open to all men students, are included: basketball, bowling, touch-football, table tennis, golf, volley ball, softball, tennis and track. Trophies are awarded for individual sports and an All Sports Trophy to the winning organization.

The Alumni Association

Hope College maintains an Alumni and Public Relations office in room 104, Van Raalte Hall. This office acts as a center through which the activities of the many Hope College Clubs throughout the nation are coordinated. The Alumni Association, which carries a membership of approximately 5,000 alumni and former students, publishes "The Alumni Magazine," issued quarterly, and aims to promote goodwill between the college and her many graduates. The association through the Alumni Office sponsors many activities on the campus during Homecoming in October and throughout Commencement Week in June. Each Hope College Club also holds meetings for the membership in their respective areas at intervals during the year.

Active clubs are located in Albany, New York City, and Rochester in New York State. The Wisconsin Club includes all alumni and former students in that state. In Michigan clubs are found in Detroit, Grand Rapids, Holland, Kalamazoo, Lansing and Muskegon. Chicago has a large organization and the Hope College Men of Science have formed a National Hope College Science Chapter which meets annually in various sections of the country. One of the most recent organizations to be formed was the Hope College Alumni Varsity 'H' Club.

Student Expenses

Fees

General Semester Fees

Over-all for boarding students (Tuition, room and board*)	\$440.00
Tuition only	175.00
Room only	75.00
Board only*	190.00
Tuition per semester hour above normal load of sixteen semester hours	12.00
Tuition per semester hour for less than minimum load of twelve semester hours	15.00

Special Fees

Matriculation (paid by each student upon admittance to Hope College)	10.00
Organic Chemistry Laboratory	12.00
Laboratory for other science courses	6.00
Secretarial Education course	30.00
Student teaching	30.00
Applied music:	
Organ — one thirty-minute lesson per week	40.00
Piano, Voice, or Instrument — one thirty-minute lesson per week	35.00
Piano Ensemble	2.50
Pre-college Piano — sixteen lessons	30.00
Late registration	5.00
Diploma	10.00

Payment of Fees

All bills are due and payable at the beginning of the semester at the Office of the Treasurer, Van Raalte Hall.

* The college reserves the right to increase the board fees at any time it may find it necessary to do so.

Refund Policy

The following policy for refunding money to students who withdraw from school during the course of the semester will be adhered to:

1. Room deposits are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.
2. Tuition refunds for students who withdraw during the course of the semester are as follows:
If the student is in attendance from date of registration

Less than two weeks	80% refunded
Between two and three weeks	60% refunded
Between three and four weeks	40% refunded
Between four and five weeks	20% refunded
Five weeks or more	none refunded
3. Board refund. The accounts of students changing boarding plans after registration will be adjusted only on a six weeks basis. A charge of \$65.00 will be made to those boarding six weeks or less; \$130.00 to those boarding between six weeks and twelve; and the full charge to those boarding more than twelve weeks.

Financial Aid for Students

HOPE COLLEGE seeks to provide financial assistance to worthy students in need of such aid through scholarships, grants-in-aid, loans, and part-time employment.

Scholarships

GENERAL SCHOLARSHIPS FOR NEW STUDENTS. Each school year a limited number of Scholarships are granted to women and men who are entering Hope College for the first time. These awards, varying from \$75 to \$150 for one year, are made to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership, and financial need. Scholarship application forms are available on request from the Office of Admissions, Hope College, Holland, Michigan, and must be submitted by May 1 to receive consideration for the subsequent school year.

GENERAL SCHOLARSHIPS FOR UPPER-CLASS STUDENTS. For students who have been enrolled at Hope College for at least one school year, scholarship application forms may be secured from the faculty chairman of the Scholarship Committee for upper-class students. These must be submitted by May 15 to receive action for the following school year.

Funded Scholarships

MARY BUSSING SCHOLARSHIPS. A sum of \$50,000.00, a portion of the estate of the late Mary Bussing, has been set aside by the Hope College Board of Trustees for scholarship purposes. The income of this fund provides scholarships for students of ability, leadership, and educational purpose.

ESTELLE BROWNING MCLEAN SCHOLARSHIPS. A fund in the amount of \$10,000 was established through the generosity of Mr. C. M. McLean, a former member of the Hope College Board of Trustees, to provide scholarship aid for worthy students.

MARBLE COLLEGIATE SCHOLARSHIPS. Two annual scholarships of \$300 each are presented by the Men's League of Marble Collegiate Church of New York City. These scholarships are awarded to students selected with particular reference to ability and dedication to a life purpose consistent with the Christian goals of the Reformed Church in America.

JOHN H. RUMPH SCHOLARSHIP. A scholarship fund of \$10,000 to provide a scholarship for any senior student in need of funds to

complete his or her education was established by Mrs. Maude C. Rumph in memory of her husband John H. Rumph.

THE WILLIAM F. PETERS SCHOLARSHIPS. Two scholarships of \$100 each are offered in memory of William F. Peters. One is awarded to a member of the Junior Class, and one to a Senior. The award is made by the faculty on the basis of scholarship and financial need.

BOARD OF DOMESTIC MISSIONS SCHOLARSHIPS. Four scholarships of \$200 each are made available by the Board of Domestic Missions of the Reformed Church in America to women who qualify academically and who are preparing for specific Christian service.

BOARD OF EDUCATION SCHOLARSHIPS. The Board of Education of the Reformed Church in America assists needy college students who meet certain academic requirements and who are preparing for the Christian ministry. Students interested can secure information by writing to the Board of Education, RCA, 156 Fifth Avenue, New York 10, New York, or to the college.

BOARD OF BENEVOLENCE SCHOLARSHIPS. The Board of Benevolence, Reformed Church in America, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Young men can receive aid during the first year in college; young women may receive aid during their college course. Students interested should write for the necessary blanks to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

Music Scholarships

MR. AND MRS. JOHN ARENDSHORST FRESHMAN MUSIC SCHOLARSHIPS. One scholarship is awarded each year by Mr. and Mrs. John Arendshorst to entering freshmen in each of the applied music fields of Piano, Voice, and Instrument. In addition a scholarship in organ is awarded to a member of the Sophomore class. Scholarships consist of one lesson per week throughout the year, and are awarded on the basis of an audition held the first Saturday of the preceding May, either in person or by means of a recording. Additional information can be secured by writing to the head of the music department.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE. This scholarship is awarded each year to the junior or senior music major who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship, under the following conditions:

- (a) He has been in residence at Hope College for two years.
- (b) He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one lesson per week throughout the year of two lessons per week for one semester. A student may receive the scholarship for one year only.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN. This scholarship is awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO. This award is made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Grants In Aid

In addition to scholarships, certain funds have been established to aid students who do not meet the scholastic requirements for a scholarship but who for other reasons have been considered worthy of financial assistance. Application for such grants-in-aid must be made to the Chairman of the Scholarship Committee in the same manner and under the same limitations as the applications for scholarships.

Loans

Loans are presently available to qualified students from three sources:

1. The Hope College Loan Service at the First National Bank of Holland makes short term loans to worthy students. Written applications for a loan must be made at the bank at least one month before the close of the semester in which the loan is to be used. At least one-fourth of the amount borrowed in any school year shall be repaid during the following summer. The interest rate is 6%.

2. The Picket and Hatcher Education Fund grants loans to students who are accepted by the Board of Trustees of the Fund. Loans will bear interest at the rate of 2% per annum during the time the student remains in college. Four months after leaving college the rate changes to 4% per annum. Information and application forms may be secured at the office of the Treasurer of Hope College.

3. The Henry Strong Educational Foundation provides funds to undergraduate Juniors or Seniors and to Sophomores in the upper one-third of their class. Interest at the rate of 3% begins to accrue at graduation and re-payment is at a specified rate covering a period of four years after graduation. Application for a loan should be made to the College Treasurer.

Employment

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. A Faculty Committee on Employment seeks to locate and assign part-time jobs to students most in need of self-help but cannot guarantee job assignments to all students applying. Campus employment is assigned in the spring and summer preceding the opening of each school year. Off-campus work is arranged with the employer after the students have completed registration for classes.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these at the College Business Office. New students should submit inquiries to the Director of Admissions.

The Faculty Committee on Employment recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is re-established. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load. New students are urged to adapt themselves academically to college study and campus life before attempting part-time employment.

Honors and Awards

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average grade of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

Senior Honors

The faculty of Hope College each May select a group of Seniors, not exceeding ten per cent of the graduation class, who in their opinion have given the greatest promise, through their academic achievement and campus service, of achieving signal success in their chosen professions. These Seniors are recognized at a special honors assembly held in May.

Special Awards

SOUTHLAND AWARD, a gold medal, to the young woman of the Senior class who, in the judgment of a designated committee of the faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course.

ALMON T. GODFREY PRIZE IN CHEMISTRY, a cash award, to the Senior student chosen the outstanding student in Chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY, a cash award, to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

DOUWE B. YNTEMA PRIZE, a cash award, to the senior student who has been chosen the outstanding student in Physics.

DR. OTTO VANDER VELDE ALL CAMPUS AWARD, a gold medal, to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

PIETENPOL PRIZE, a cash award, to the senior student who gives promise of greatest success in the Christian ministry.

POST JEWELRY MUSIC AWARDS, gold keys, to senior members of the Women's and Men's Glee Clubs who have been active members for at least three years and have done outstanding service.

A. A. RAVEN PRIZES IN ORATORY, cash awards, for the two best orations on a subject of patriotic nature delivered by male students of Hope College.

ADELAIDE PRIZE IN ORATORY, a cash award, to the winner of an oratorical contest open to all women students on the campus.

DR. J. ACKERMAN COLES DEBATING PRIZES, gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

ADELAIDE MISSIONS MEDAL, to a member of the senior class of Hope College who goes directly from the college into a foreign field under permanent appointment by the Board of Foreign Missions of the Reformed Church in America.

SENIOR BIBLICAL PRIZES, cash awards, to two students of the senior class who submit the best essays on some subject connected with the senior course in Philosophy of the Christian Religion.

JUNIOR BIBLICAL PRIZES, cash awards, to two students of the junior class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

SOPHOMORE BIBLICAL PRIZES, cash awards, to the two students of the sophomore class who submit the best essays on the Biblical subject assigned by the professor in charge of the department.

FRESHMAN BIBLICAL PRIZES, cash awards, to the two students of the freshman class who submit the best essays on a Biblical subject assigned by the professor in charge of the department.

SLOAN MISSION PRIZE, a cash award, to the college student who writes one of the two best essays on foreign missions.

STEGEMAN MISSION PRIZE, a cash award, to the college student who writes one of the two best essays on foreign missions.

BOARD OF EDUCATION PRIZE, a cash award, to the member of the junior or senior class writing the best essay on the general topic of Christian Education.

GEORGE BIRKHOFF, JR. PRIZE, a cash award, to the student submitting the best essay in the field of American and English literature.

WILLIAM B. EERDMANS POETRY PRIZE, a cash award, for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE, a cash award, for the best creative writing done in prose for the current year.

THE ECBERT WINTER EDUCATION AWARDS, cash prizes, to the young man and the young woman in the Junior class who give promise of making the most significant contributions in the field of teaching.

RAY DE YOUNG HISTORY PRIZE, a cash award, to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

MICHIGAN COLLEGE FELLOWSHIP. The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

MICHIGAN COLLEGE SCHOLARSHIP. Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

UNIVERSITY OF CHICAGO LAW SCHOLARSHIP. The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

Subjects for Essay Prizes, 1954-1955

Freshman Biblical Prize — "The Kingdom of God as Revealed in the Parables."

Sophomore Biblical Prize — "The Relationship of Paul's Letters to Historical Situations as Found in the Book of Acts."

Junior Biblical Prize — "Israel in the Days of Samuel."

Senior Biblical Prize — "Sin and Problems of Personality."

Foreign Missions Prize — "Christian Missions and International Good Will."

Birkhoff English Prize — "Social Criticism in the American Novel of the Twentieth Century."

Part Two

THE ACADEMIC
PROGRAM

Admission

Procedure for College Admission

Persons interested in attending Hope College are encouraged to write to the Director of Admissions for information about educational planning and college entrance. Applicants are advised to submit their admission applications as early as possible after the completion of the Junior year in high school, thus enabling the offices of the college to offer beneficial guidance on matters of pre-college planning to each applicant during his concluding year in high school.

Persons accepted for admission to Hope College may begin their studies either the first or second semester of any given school year. The college Committee on Admissions determines an applicant's eligibility to Hope College in terms of the following factors: scope and quality of academic preparation, character, leadership qualities, interests, and educational goal.

Each candidate for admission is directed to become fully acquainted with the "Aims and Objectives" and the "Regulations" of the college with a view to their acceptance. Furthermore, he assumes the responsibility of submitting the following items to the Director of Admissions for prompt action on his admission application:

The admission form fully completed by applicant. This form is obtainable from the college Director of Admissions.

An official transcript of the high school academic record. The office of the high school principal will forward this at the applicant's request.

A letter of character reference from applicant's church pastor, high school counselor, or other authoritative person.

The medical report form completed by the family physician. This form is mailed to applicant at an appropriate time.

The \$10 admission fee to accompany the completed admission form. This fee is non-refundable except to those whose applications are not approved.

Since a number of candidates for admission to Hope College desire or plan to take the College Entrance Examination Board tests, the college Office of Admissions lends encouragement to these persons to do so and suggests that the test results be forwarded to said office to serve as supplemental admission credentials and for scholarship consideration.

Admission By Certificate

The college will consider for admission to the Freshman Class:

1. Graduates of accredited secondary schools (four-year high schools, three-year senior high schools, and academies):

- a. Who rank academically in the upper half of their class.
- b. Who present a minimum of 15 units of secondary school studies, a unit representing one year's work in a given subject. Graduates of three-year senior high schools should include the units earned in the last year in the junior high school in totaling the 15 or more units. It is recommended that at least 10 of the required minimum of 15 units be completed in the following fields distributed as follows:

English.....	a minimum of 3 units
History and Social Studies	} a minimum of 7 units from 3 of these fields
Science (Physics, Chemistry, Biology)	
Mathematics (exclusive of General Mathematics)	
Languages (Latin, French, Spanish, German)	

2. Graduates of high school approved under the Michigan College Agreement:
 - a. Who are officially recommended for college study by the principal of the high school.
 - b. Who rank in the upper half of their graduating class.
 - c. Whose high school courses are sufficient in scope to satisfy the requirements for the college curriculum they wish to elect.
3. Graduates of secondary schools other than those designated above, provided they, too, rank in the upper half of their high school class and can present 15 or more units as described in 1b. Such applicants may be admitted on satisfactory recommendations from the Administration of their respective schools and/or by scholastic aptitude tests.

Admission by Examination

Persons 21 years or older, not graduates of high school, may be considered for trial admission if through interviews, references, and examinations they indicate ability to do college level studies. If they achieve a satisfactory academic record during the trial period, they will be granted full college status.

Admission of Veterans

Hope College is approved for veterans who qualify for education under the privileges provided by the G.I. Bill of Rights (Public Law 346 and Public Law 16) and by the Korean G.I. Bill (Public Law 550 and Public Law 894). Veterans will be accepted for admission either by certificate or by examination and interview.

Admission with Advanced Standing

Students who have completed academic courses at other institutions of recognized collegiate rank and of accredited status may be admitted to Hope College with advanced standing. Such applicants must present to the Office of Admissions a transcript of work completed on the college level, a statement of honorable dismissal, and a letter of character reference.

Hope College reserves the right to accept only such courses of advanced standing as comply with the requirements established for graduation. Not more than sixty-four semester credit hours will be allowed for junior college work.

Students of advanced standing from non-accredited colleges may be granted tentative admission on the basis of the nature of academic work completed, statement of honorable dismissal, letter of reference and/or examination.

General Academic Regulations

System of Grading

Each student receives a grade in his courses at the middle of the semester and at the close of the semester. The mid-semester grades do not appear on a student's transcript; they are designed to give the student an indication of his progress.

The system of grades is as follows:

Grade	Significance	Quality Points
A	Superior	4 per sem. hr.
B	Good	3 per sem. hr.
C	Average	2 per sem. hr.
D	Weak but passing	1 per sem. hr.
F	Failure	0
I	Incomplete	
W	Withdrawal	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester-hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours of courses attempted establishes the quality point average of a student. A quality point average of 2.00 or better in 126 hours of course work is necessary to meet grade requirements for graduation.

Incompletes, Failures, and Withdrawals

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the semester following the one in which the incomplete was received. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered. If not required, it may be repeated only with the approval of the counselor and the college dean.

A withdrawal (W) is given only when a student withdrawing from college before the end of a semester is doing passing work in the course. Otherwise a grade of failure is recorded. For students desiring to withdraw from a course while remaining in college, see page 37 for regulations governing dropping a course.

Academic Standing

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. (See page 40). The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.6; at the end of his sophomore year of less than 1.8; and at the end of the junior year of less than 1.95 is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

Students who fall below these cumulative averages or who fall significantly below a C average for any particular semester are sent a letter of academic warning and are asked to see their counselors for further academic advisement. Their parents are also informed of their status. A student continuing under academic warning for two or more semesters may be requested to withdraw from college if, in the judgment of the counselor and deans, such action is felt to be the best for the student.

Withdrawal from College

In order to assure himself of an honorable dismissal from college at any time prior to his graduation, a student who wishes to withdraw must obtain a Withdrawal card from the Registrar. This card must be signed by the Treasurer and the Dean of the College.

Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

ADDING OF COURSES: No student may enter a new course after the end of the second week of the semester.

DROPPING OF COURSES: No student is permitted to drop a course without failure except with the approval of the instructor and counselor, and then only within the first four weeks of the semester. A Freshman, however, will have until the mid-semester grades of his first semester in attendance have been reported. Courses dropped after the time limit will be recorded as failures. Under unusual circumstances appeal may be made to the Administrative Committee, through the Dean of the College.

Student Load

The normal student load is sixteen hours per semester. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the counselor. Application for more than seventeen hours must be made to the Administrative Committee. Under no circumstance will a student be permitted to take more than nineteen semester hours. Students carrying a work program along with their studies are advised to reduce their academic load. Students carrying more than a normal load must pay a fee of \$12.00 for each semester hour in excess of sixteen. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester. Veteran students under the Korean G.I. Bill must carry a minimum of fourteen semester hours to be considered a full-time student and to receive the maximum benefits.

Classification

To be eligible for classification as a sophomore, a student must have to his credit twenty-four semester hours.

To be eligible for classification as a junior, a student must have fifty-eight semester hours.

To be eligible for classification as a senior, a student must have ninety-four semester hours.

Class Attendance

Hope College believes that many of the values to be secured during the college period can not be measured adequately or accurately through written examinations. Among these values are those received through participation in the activities of the classroom. Consequently, regular attendance in all classes is required.

A student who takes an excessive number of unexcused absences will be required to complete additional hours of credit (beyond the minimum 126) to be eligible for graduation, the number to be determined by the Committee on Absences. These hours will be so designated on his transcript.

Unavoidable absence due to illness, death in family, and other emergencies may be excused by the Faculty Committee on Absences, provided the student files written application for an excuse at the Dean's Office within three days after he returns to school. The application should state dates of all classes missed and reasons for the absences.

Absences incurred by a student acting as a representative of a recognized and regularly scheduled activity of Hope College shall be excused provided the faculty sponsor of the activity signs the application indicating his approval of the absence.

Extension and Correspondence Work

Full time day students may be enrolled in extension courses and evening courses for credit at Hope College only if they get approval in advance from the Dean of the College.

No work taken by correspondence will be accepted by Hope College toward graduation.

Transcript of Record

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A fee of \$1.00 is charged for each additional copy.

The Degree Program

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a field of concentration aims at fulfilling this need.

The specific requirements for the degree are listed below.

Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and present one hundred twenty-six (126) credit hours of college work in which he has achieved a quality point average of 2.00 See above, page 36, for explanation of quality points.

Residence

No degree will be conferred upon anyone who has not spent his senior year at Hope College.

Physical Education

Two semester courses in Physical Education are required of each student before graduation. This requirement should be met in the Freshman year.

Course Requirements

The following specific courses are required for graduation:
English 11, 12, 31, 32
Speech 11
Psychology 31 or 33
Religion and Bible 71

Group Requirements

In addition to the specific courses mentioned above, each student must select and receive passing grades in:

- I. Eight semester hours of courses from the Departments of Biology, Chemistry, Mathematics, and/or Physics
- II. Six semester hours of courses from the Departments of History, Psychology, Economics, Philosophy, Political Science, and/or Sociology.
- III. A sufficient number of semester hours in one foreign language to fulfill the foreign language requirement.
- IV. Six semester hours of courses from the Department of Bible and Religion (in addition to Religion 71). A Bible proficiency test is given to all new and transfer students. Students demonstrating adequate knowledge of the Bible through this test may elect six hours from any of the courses offered in the Department. The remaining students must elect Bible 11 (Bible Survey). After satisfactorily completing this course, these students may elect four hours from any of the courses offered in the Department. In conformity with the general college regulation (see page 9) students must elect one course in the Department of Bible and Religion during each academic year.

Students are urged to complete these course requirements and group requirements in their Freshman and Sophomore years, with the exception of Religion and Bible.

Foreign Language Requirement

To fulfill the language requirement for graduation, a student must attain a level of proficiency equal to two years of a foreign language on the college level. The foreign languages are French, German, Spanish, Greek and Latin. Specifically, this means that:

- I. A student entering with no foreign language background must take two years (elementary and intermediate) of a foreign language.
- II. A student entering with one or more years of foreign language in preparatory school may choose to study:
 - A. A different foreign language. In this case he will take two years of that language.

- B. The same foreign language he had previously studied. In this case he will be given placement tests to determine his level of proficiency, and will be enrolled at the proper level. Completion of the intermediate course signifies completion of the language requirements.*

Field of Concentration

To provide organization and some intensive work in his general training, the student must, at the close of his sophomore year, declare a field of concentration. Normally this will mean that he will choose a department in which to do his major work. However, in order to meet some special cultural or vocational end, a composite major may be substituted. The major may be changed with the consent of the heads of the departments involved and the Director of Counseling.

DEPARTMENTAL MAJOR: A student wishing to be accepted as a candidate for a major in a department must fill out the proper application form, obtainable at the counseling office, and submit it to the chairman of that department by the end of the sophomore year. If he is accepted, the chairman or a designated member of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part III of this catalog, along with a listing of the course offerings, are found the specific requirements for a major in the various departments. These requirements must be met for graduation. Every student must complete a minimum of 81 semester hours outside his department of concentration.

COMPOSITE MAJORS: A composite major requires the approval, in advance, of the Educational Policies Committee except in the case of composite major programs for which general approval has already been granted. Students planning to follow one of these programs should consult the special advisors listed below by the end of the Sophomore year. Those interested in an individual composite major should consult the Dean of the College. Composite majors must have a concentration of at least 18 hours in one department. At present the following composite majors are approved:

1. For students taking the program leading to an elementary teacher's certificate: A minimum of thirty semester hours of recommended courses in one of the following areas:

*Normally, two years of high school foreign language study are comparable to one year of college study. A student who enters a beginning language class after completing one or more years' study of that language in high school will receive only partial college credit for this course toward the B. A. degree.

- a. Fine Arts (Music and Art)
- b. Language (English and Speech, or English and Foreign Language)
- c. Social Studies (History, Political Science, Psychology, and Sociology)
- d. Natural Science (Biology, Health and Physical Education)

Students should study the requirements for Elementary Teacher's Certificate and consult the elementary education advisor by the end of the freshman year. It is possible under this arrangement to satisfy certification as described on pages 123-124 (Advisor: Mr. Ver Beek.)

2. For foreign language students: A composite major in foreign languages requires a minimum of nine hours of advanced study (courses above 50) in one language and five hours in another. (Advisors: Miss Boyd, Mrs. Prins, Mr. Brown, Mr. Schoon, Mr. Wolters.)
3. For secondary school teachers:
 - a. Major in general science. Minimum of forty-three hours to be taken in Biology, Chemistry and Physics. A concentration of at least eighteen hours in one department and of ten hours in each of the other two. Biology is recommended for the area of greatest concentration. See page 122 where the curriculum is described more fully. (Advisor: Miss Elliott.)
 - b. Major in social studies. Either a minimum of forty-four hours distributed around a history core of twenty-six hours, to include six hours of Political Science, six hours of Sociology, and six hours of Economics; or a minimum of forty-five hours to include eighteen hours of History, and the rest in Political Science, Sociology, and Economics. See page 122 where the curriculum is described more fully. (Advisor: Miss Ross.)

Reading Courses

Reading Courses provide opportunity for advanced work by Seniors of outstanding ability. Reading Courses may serve various purposes: to offer a mature student a course not regularly given, to challenge capable students to their highest achievement, or to introduce the student to the methods of graduate school study and research. The work is done under the supervision of, and in

conference with, a member of the selected department. The name of the applicant, together with the plan of the course to be pursued must be recommended by the head of the department in which the work is to be done to the Educational Policies Committee for approval not later than the second Friday after the opening of the semester. A typewritten copy of the paper or thesis presenting the completed study must be submitted to the head of the department, to be filed with the college librarian, before credit is granted. Two hours credit shall be granted for a semester course.

The Evening College

To meet the needs of the community of Holland and the surrounding area in the field of adult education, Hope College has instituted a series of courses to complement, on the collegiate level, the program of adult education sponsored by the Holland Public School. The courses, given both in the fall and spring semesters, are taught by Hope College faculty members and are designed to be the equivalent of the courses taught in the regular day sessions. They may be taken for college credit and will be accepted by Hope College toward the Bachelor of Arts Degree. They may also be audited by adults wishing to enroll for their personal pleasure or self-improvement. Except by special permission, students enrolled in the regular college program are not permitted to enroll in evening college courses.

A separate Evening College Bulletin gives the more complete details of this program. Interested persons are asked to address inquiries to the Director of the Evening College.

The Summer Session

Hope College maintains a six-week summer school in which a number of college courses at the under-graduate collegiate level are taught by members of the college staff. A number of the courses offered in the fall and spring term are repeated in the summer session, and several new offerings are also listed.

A separate Summer School Bulletin gives the complete details of this program. Interested persons are asked to address inquiries to the Director of the Summer Session.

Part Three

THE COURSE
OFFERINGS

Description of Courses

Art

Miss De Pree

The courses in art are designed, first, to give students the opportunity to grow in their appreciation of art as a form of creative expression through a study of art masterpieces and through actual practice in the various media of the pictorial arts; and second, to provide the groundwork for those who wish to make art their chosen life work.

17. BASIC ART.

A course designed for the beginning student, it gives him an opportunity to become familiar with four types of media and methods in art expression: drawing, painting, sculpture, and jewelry design and construction. The course aims to teach elements of design and composition and to increase appreciation through experiment and class discussion.

First semester.

Credit, two hours.

18. ART APPRECIATION.

This course aims to develop, through illustrations, slides, and lectures an understanding of the basic principles of design and composition in the visual arts, and to increase the student's acquaintance and appreciation of art.

Second semester.

Credit, two hours.

33, 34. ART HISTORY.

The study of art through the ages, emphasizing its relation to the other forms of culture of its day, and its effect upon the art forms of today. Prerequisite: Art 17 or 18.

Throughout the year.

Credit per semester, two hours.

41. DRAWING.

The fundamentals of drawing, including observation and understanding of the construction of physical objects and the techniques of transposing these observations to a two-dimensional surface. Prerequisite: Art 17 or permission of instructor.

First semester.

Credit, two hours.

42. PAINTING.

The composition of a picture, including practice in the use of various media such as oils and watercolors. Prerequisite: Art 41 or permission of instructor.

Second semester.

Credit, two hours.

43, 44. SCULPTURE.

This course aims to teach fundamentals of three-dimensional design. A studio course, with construction of pieces of sculpture in various materials. Prerequisite: Art 17.

Throughout the year.

Credit per semester, one hour.

45, 46. JEWELRY.

This course aims to teach fundamentals of three dimensional design and to encourage creativity of design through construction of silver jewelry and stone settings. Prerequisite: Art 17.

Throughout the year.

Credit per semester, one hour.

63, 64. THE ART OF PAINTING.

For advanced students. Painting in any desired medium, including advanced composition and rendering of finished paintings or illustrations as well as landscapes. Prerequisite: Art 41, 42. Four hours of studio per week.

Throughout the year.

Credit per semester, two hours.

77. PUBLIC SCHOOL ART.

By giving an opportunity to do and to create, the course in public school art attempts to give the future teacher first, a sensitivity and understanding of the basic design qualities found in all the art forms; and second, an understanding of the mechanics or techniques of materials used most commonly by children. Work is done in painting, papier mache, soap carving, clay modeling, posters, simply constructed silver jewelry, and paper cut-outs. A notebook is kept describing the projects worked on, processes, supplies needed, and the various uses for the media. Prerequisite: Art 17; preferably also Art 18. Same as Education 72.

Both semesters.

Credit, two hours.

Biology

Mr. Thompson, chmn., Miss Spoelstra, Miss Elliott, Mr. Nykerk

Biology is the science of life. Since the purpose of a college education is preparation for more abundant living, students should acquire sufficient training in Biology, (1) to understand the basic principles of all life, and (2) to apply these to the structure and function of their own bodies. The first-year courses in this department and Physiologic Hygiene provide this necessary cultural background.

MAJOR: Students majoring in Biology must take a minimum of twenty-five hours in the department. The course sequences must be approved by the Head of the Department. Those planning to go to graduate school should acquire at least thirty-five hours of Biology, sixteen hours of Chemistry and eight hours of Physics. A reading knowledge of German is generally required for the M.S. degree and both German and French for the Ph.D. degree. One or more years of Latin is also desirable.

For secondary teaching a composite general science major is outlined on page 122. Biology and Physical Education also make a desirable combination. For elementary teachers preferred courses in Biology are: 11, 21, 34, 52, 61. Also see "Composite Majors," page 43.

11. PRINCIPLES OF BIOLOGY.

A course dealing with basic biological principles. Intended for all students as a cultural background and basis for advanced work. Three classroom periods and two two-hour laboratory periods.

First semester.

Staff. Credit, four hours.

12. PRINCIPLES OF BIOLOGY.

A continuation of 11 primarily for all science students. The course is a consideration of the structure and functions of animals, particularly man. Laboratory work consists of the study of selected animal types. Two classroom periods and two three-hour laboratory periods.

Second semester.

Staff. Credit, four hours.

21. GENERAL BOTANY.

Structure, physiology, embryology and ecology of plants with emphasis on seasonal living materials. Prerequisite: Biology 11 or equivalent. Two classroom periods and two three-hour laboratory periods.

Second semester.

Thompson, Elliott. Credit, four hours.

22. GENERAL BOTANY.

A continuation of 21 for pre-forestry and other interested students. The work includes a survey of the plant kingdom. Two classroom periods and two three-hour laboratory periods. For prerequisites, see instructor.

First semester.

Thompson. Credit, four hours.

31. GENERAL PARASITOLOGY.

A survey of protozoan, helminthic, and arthropod parasites as causative agents or vectors of disease. Prerequisite: Biology 11 and 12 and consent of instructor. Two classroom periods and one three-hour laboratory period. Alternate years (1954-1955).

First semester.

Elliott. Credit, three hours.

32. COMPARATIVE ANATOMY OF VERTEBRATES.

A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.

Second semester.

Thompson. Credit, four hours.

34. PHYSIOLOGIC HYGIENE.

For prospective teachers, nurses, doctor's and dentist's assistants, and all others who desire a general cultural knowledge of the subject. Particular attention is given to the nature, cause, and prevention of common diseases and optimum health maintenance. Not open to pre-medical and pre-dental students. Three classroom periods and one laboratory period. Prerequisite: Biology 11.

Second semester.

Spoelstra. Credit, four hours.

52. PUBLIC SCHOOL HEALTH.

A practical course in methods, materials, and policies of school health education. Special consideration is given to methods of motivating desirable health conduct at the various grade levels. Recommended for prospective elementary teachers. Prerequisite: Biology 34.

First semester.

Spoelstra. Credit, two hours.

53. HISTOLOGY.

Structure of the cell and its modifications into various tissues. Two classroom periods and one laboratory period. Prerequisite: Biology 11, 12 and permission to register.

Second semester.

Thompson. Credit, three hours.

55. VERTEBRATE EMBRYOLOGY.

The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the study of embryological specimens of the principal groups of vertebrates. Three classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 12.

First semester.

Thompson. Credit, five hours.

61. GENETICS AND EUGENICS.

A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Prerequisite: One year college biology. Two classroom periods.

First semester.

Thompson. Credit, two hours.

64. ADVANCED PHYSIOLOGY.

This course deals with the structure, functions and conditions necessary for the maintenance of the normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisites: Chemistry 11, 12 and Biology 11, 12.

Second semester.

Elliott. Credit, five hours.

72. GENERAL BACTERIOLOGY.

In this course emphasis is placed on morphology, physiology, and distribution of the common forms of bacteria, and the relation of their activities to everyday life, to disease and to the industries. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 11, 21 or 22. Alternate years (1953-1954).

First semester.

Elliott. Credit, four hours.

74. HISTORY OF BIOLOGY.

A brief course covering the history of biology with emphasis on the significant contributions leading to the development of the various biological sciences including medicine. One classroom period weekly. Designed for biology majors. Offered on demand.

Second semester.

Staff. Credit, one hour.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in biology a chance to do work in a field in which they have a special interest. By special permission of Head of Department.

Both semesters.

Staff. Credit by arrangement.

TEACHING OF SCIENCE.

See Education 86.

Chemistry

Mr. Van Zyl, chmn.; Mr. Kleinheksel, Mr. Vander Ploeg

Chemistry is a study of matter and the changes that matter undergoes. Chemical processes underlie practically all of the sciences. Chemical engineering is applied chemistry. Medicine is, to a great extent, the study of the chemistry of life processes. The study of the fundamentals of chemistry is also essential for dentistry, nursing, home economics and agriculture.

MAJOR: The minimum requirement for a chemistry major is twenty-six semester hours (exclusive of chemistry 15, 16). However, students planning on specializing in chemistry in graduate schools or who wish to get a position in industrial chemistry should adhere to the schedule listed on page 109 as closely as possible. Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

For secondary school teaching a composite general science major is outlined on page 122. Pre-medical students should take at least courses 11, 12, 31, 32, 51 and 52. Courses in physical chemistry are also recommended by some medical schools.

11, 12. GENERAL INORGANIC CHEMISTRY.

Classroom three hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 12 will consist of a study of the reactions of the various metals and their salts.

Throughout the year.

Staff. Credit per semester, four hours.

13, 14. GENERAL INORGANIC CHEMISTRY.

For students who have had preparatory chemistry. Prerequisites: one year of high school chemistry and one year of high school physics. Classroom, two hours a week; laboratory, six hours a week. The laboratory during the last half of Chemistry 14 will consist of a study of the reactions of the various metals and their salts.

Throughout the year.

Staff. Credit per semester, four hours.

15, 16. PRACTICAL SURVEY OF CHEMISTRY.

This course, designed for non-science majors, aims at developing an understanding of the fundamental principles of chemistry, with numerous illustrations of the application of these principles and theories to every-day phenomena. Not open to science majors or students planning on medicine or dentistry. Classroom, three hours a week, laboratory three hours.

Throughout the year.

Vander Ploeg. Credit per semester, four hours.

31. QUALITATIVE ANALYSIS.

Classroom, two hours; laboratory, six hours. This course includes a discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the law of mass action; basic and acid analysis of simple substances, and systematic analysis of unknown compounds, complex mixtures, and alloys.

First semester.

Staff. Credit, four hours.

32. QUANTITATIVE ANALYSIS. (Introductory Course)

Classroom, two hours a week; laboratory, six hours a week. Prerequisites: Courses 11, 12, and 31. This course includes (a) Gravimetric Analysis, a study of the chemical balance in gravimetric methods of analysis, reactions, and theories of analytical chemistry; (b) Volumetric analysis, the calibration of burettes and pipettes; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

Second semester.

Staff. Credit, four hours.

51, 52. ORGANIC CHEMISTRY.

Classroom, three hours a week; laboratory, six hours a week. This course includes a study of saturated and unsaturated aliphatic compounds, and the aromatic series compounds. The laboratory deals with synthetic preparations and includes some organic qualitative analysis. Prerequisite: Chemistry 31 or 32, preferably both.

Throughout the year.

Van Zyl. Credit per semester, five hours.

61. QUANTITATIVE ANALYSIS.

Classroom, one hour a week; laboratory, eight hours a week. This course includes the analysis of limestone, brass, steel, iron, nickel, manganese, and antimony ores, etc.

First semester.

Kleinheksel. Credit, three hours.

62. ORGANIC CHEMISTRY AND ULTIMATE ANALYSIS.

Lecture, reading and laboratory. Must be preceded by courses 11, 12, 31, 32 and 51.

Second semester.

Kleinheksel. Credit, three hours.

71, 72. ELEMENTARY THEORETICAL AND PHYSICAL CHEMISTRY.

Lecture and recitation. Chemistry 71 may be elected by premedical students with or without laboratory course Chemistry 73. A knowledge of Calculus is required for Chemistry 72.

Throughout the year.

Van Zyl. Credit per semester, three hours.

73, 74. PHYSICAL CHEMICAL MEASUREMENTS.

Preceded or accompanied by Chemistry 71 and 72.

Throughout the year

Credit per semester, one or two hours.

75. HISTORY OF CHEMISTRY.

Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 51.

First semester.

Kleinheksel. Credit, one hour.

76. CHEMISTRY OF THE RARER ELEMENTS.

Lecture and literature research. Recommended for all students majoring in chemistry. Must be preceded or accompanied by course 52.

Second semester.

Kleinheksel. Credit, one hour.

81. ADVANCED ORGANIC CHEMISTRY.

Lecture and literature research. Advanced organic reactions and laboratory preparations. Laboratory four to eight hours.

Van Zyl. Credit, two or three hours.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in chemistry a chance to do work in a field in which they have special interest. By special permission of Head of Department.

Both semesters.

Staff. Credit, by arrangement.

ASSISTING IN CHEMISTRY LABORATORY.

Upon the recommendation of the head of the department, a limited number of students who have done meritorious work are permitted to serve as laboratory assistants during their Junior or Senior year. A grade will be recorded on the transcript but no credit will be given toward graduation.

TEACHING OF SCIENCE.

See Education 86.

Classical Languages

The foreign language requirement for graduation may be met by the study of either Latin or Greek. For a complete statement of the foreign language requirement for graduation, consult page 47 of this catalog. For those planning to enter a theological seminary, Greek is usually required, and Latin is recommended.

MAJOR: A major in Greek or Latin may be met by completion of 25 hours of course work within the department. For further details, see the description of the major listed under the departmental title. A composite language major is secured by completion of a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

Economics and Business Administration

Mr. Yntema, chmn.; Mr. Drew, Mr. Ferris, Mr. Hallan, Mr. Klaasen, Mr. Lininger, Mr. Townsend, Mr. Weller

Courses in the combined Department of Economics and Business Administration are allocated below under the two respective fields. Students may qualify for a major in either economics or business administration separately, but not in economics and business administration combined.

MAJOR: The program for a major in economics requires a minimum of thirty semester hours in economics; hours earned in the accounting courses, Business Administration 31 and 32, may be counted toward this total, as also hours earned in Mathematics 35, Introductory Statistics. For a major in business administration, a minimum of twenty-seven hours in business administration is required and, in addition, a minimum of eighteen semester hours from courses in economics that are prerequisite or supplemental to the course offerings in business administration. Hours earned in Mathematics 35 may be included in the eighteen hour total. In majoring in either field, the student must take Principles of Accounting (six semester hours) and Economic Statistics (two semester hours) preceded by Mathematics 35 or their equivalents among his course elections. The program of study for a major in either of the two fields must meet with the approval of department advisors. See page 108 for suggested curricula.

A — Economics

31,32. PRINCIPLES OF ECONOMICS.

A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisites: For 31, Sophomore standing, and for 32, completion of 31 or consent of instructor.

Throughout the year.

Yntema. Credit per semester, three hours.

51. MONEY AND BANKING.

Survey of the country's monetary and banking system including study of money and prices, commercial banks and the Federal Reserve System, monetary standards, and credit control. Prerequisites: Economics 31, 32.

First semester.

Weller. Credit, three hours.

52. LABOR ECONOMICS.

An introductory survey of labor economics: basic economic problems of American laborers; history, aims, and problems of labor organizations; employer attitudes and practices; and the role of government. Prerequisites: Economics 31, 32.

Second semester.

Lininger. Credit, three hours.

62. ECONOMIC STATISTICS.

Continuation of introductory study of statistics begun in Mathematics 35 and pointed towards application in economics and business: index numbers, time series, correlation, sampling, and inference. Prerequisites: Economics 31, 32 and Mathematics 35.

Second semester.

Yntema. Credit, two hours.

71. ECONOMIC ANALYSIS.

An account of economic analysis for students at the intermediate level dealing with income theory, price determination, distribution, and comparative economic systems. Prerequisites: Economics 31, 32.

First semester.

Yntema. Credit, three hours.

72. BUSINESS CYCLES.

A study of the nature and causes of business cycles with emphasis on alternative explanations and analysis of proposed methods of control. Prerequisite: Economics 62 or consent of instructor. Alternate years, 1953-1954.

Second semester.

Yntema. Credit, three hours.

74. INTERNATIONAL TRADE.

A survey of the field of international trade, with special attention given to fundamental theory and present policy and practice. Prerequisites: Economics 31, 32. Alternate years, 1954-1955.

Second semester.

Yntema. Credit, three hours.

76. PUBLIC FINANCE.

An introduction to principles, practices and problems of public finance—federal, state and local—covering revenues and expenditures, taxation theory and practice, public debts, and budgeting. Prerequisites: Economics 31, 32, or consent of instructor for seniors recommended by other departments.

First semester.

Yntema. Credit, three hours.

91. SEMINAR IN ECONOMIC PROBLEMS.

Study of important current economic problems adapted to special interests of the student and stressing sound analysis and constructiveness of conclusions. Prerequisite: Economics 71, or consent of instructor.

First semester.

Yntema. Credit, two hours.

B — Business Administration

31, 32. PRINCIPLES OF ACCOUNTING.

A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week. Prerequisites: For 31, Sophomore standing and for 32, satisfactory completion of 31.

Throughout the year. Weller. Credit per semester, three hours.

53. PRODUCTION MANAGEMENT.

Study of principles and problems of business organization and management using both case and text material. Major emphasis is given to organizational structure and production management, including purchase, inventory control, material handling, quality control, routing, scheduling, and methods analysis. Prerequisites: Economics 31 and 32, or consent of instructor.

First semester. Weller. Credit, three hours.

54. BUSINESS LAW.

A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32.

Second semester. Townsend. Credit, three hours.

56. INVESTMENT FUNDAMENTALS.

Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stocks with emphasis on arrangements and programs meeting the needs of individual investors. Prerequisites: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.

Second semester. Weller. Credit, three hours.

61. MARKETING PRINCIPLES.

Study of the distributive process and marketing problems, covering functions, institutions, methods, commodity marketing, merchandising, and prices and competition. Prerequisites: Economics 31, 32.

First semester. Klaasen. Credit, three hours.

62. MARKETING PROBLEMS.

Attention is turned to representative problems in this field and to policies and techniques best suited to their solution. Prerequisite: Business Administration 61, or consent of instructor.

Second semester. Klaasen. Credit, three hours.

65. COST ACCOUNTING PRINCIPLES.

An introduction to the subject matter of cost accounting with particular attention given the objectives and methods of allocating costs. In familiarizing the student with the forms necessary to cost accounting, this course stresses managerial use of computations and bookkeeping procedure. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1954-1955.

First semester. Ferris. Credit, three hours.

66. INTERMEDIATE ACCOUNTING.

This course provides a continuation of the study of accounting theory and practice at the intermediate level. Chief attention centers on the asset items of the balance sheet, including analysis and evaluation of alternate procedures

as well as appraisal of ratios between balance sheet items. Prerequisites: Business Administration 31, 32, and Economics 31, 32. Alternate years, 1953-1954.

First semester.

Ferris. Credit, three hours.

72. FINANCE PRINCIPLES.

Study of the principles of financial operations in business with emphasis on the smaller enterprise. Different methods of organizing, raising funds, expanding, and reorganizing are analyzed and compared. Prerequisite: Economics 51 and Business Administration 31, 32.

Second semester.

Weller. Credit, three hours.

73. PERSONNEL ADMINISTRATION.

A study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisites: Business Administration 53 and Economics 52, or consent of instructor.

First semester.

Hallan. Credit, three hours.

82. INSURANCE.

A survey of insurance principles and their applications to the various branches of the field, with attention also given risk-bearing as such, public supervision, and social insurance. Prerequisites: Economics 31, 32.

Second semester.

Drew. Credit, three hours.

Education

Mr. Vander Borgh, chmn.; Mrs. Schoon, Mr. Ver Beek

The courses offered in this department are intended to prepare teachers for elementary and secondary schools. Arrangements have been made with the public schools of the city of Holland for student teaching, which is required of all candidates for teacher certification.

A "C" average is required of all candidates for a teacher certificate.

Special efforts are put forth by the placement office to secure positions for graduates who have proven aptitude for teaching, but the college does not guarantee to place students in positions. The right is reserved to withdraw students from student teaching for cause at any time, and also to withhold recommendations for positions.

A student cannot secure a major in the department of education. However, in order to qualify for an elementary or secondary certificate, the student should consult the chairman of the college Department of Education, so that he will have the requisite number of hours and the required courses in Education for the state in which he plans to teach.

Under the suggested curricula for Teaching, pages 121-124 is outlined a summary of the college requirements for those planning a

teaching program. Students should consult this section as soon as they decide to enter the field of teaching.

36. CHILD DEVELOPMENT.

Same as Psychology 36.

51. HISTORY AND PHILOSOPHY OF EDUCATION.

Attention is given to those historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis is laid upon the aims, methods, content, organization and results. Studies are also made of the changing philosophies of education.

First semester.

Vander Borgh. Credit, three hours.

52. EDUCATIONAL PSYCHOLOGY.

This course deals with the growth and development of childhood in all its phases, but with special stress on mental development. Careful study is made of the learning process with the implications for teaching and guidance.

Second semester.

Vander Borgh. Credit, three hours.

53. PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL.

A study of learning, misconceptions of learning, the nature of the learner and the characteristics of teaching; a comparison of the modern and traditional school in terms of philosophy of teaching and classroom methods; problems relating to the improvement of assignments, study and recitation; the preparation of lesson plans; the improvement of teaching techniques and classroom management.

First semester.

Ver Beek. Credit, three hours.

54. LANGUAGE DEVELOPMENT IN THE ELEMENTARY SCHOOL.

A study of the objectives, materials, methods, appraisal of readiness, diagnostic and corrective practices in the teaching of reading; methods and materials for the teaching of oral and written language and spelling; an overview of children's literature.

Second semester.

Mrs. Schoon. Credit, three hours.

55. THE AMERICAN PUBLIC SECONDARY SCHOOL.

This course aims to acquaint the student with the history and development of the American high school, its aims, courses, methods of instruction, organization, administration, evaluation of subjects, pupil characteristics, social problems, and other fundamentals essential to students of secondary education.

First semester.

Vander Borgh. Credit, three hours.

56. GENERAL METHODS AND MATERIALS FOR HIGH SCHOOL TEACHING.

This course is intended to acquaint the prospective high school teacher with general class procedures which are applicable to a variety of subjects. Special consideration is given to instructional planning, directing study, school discipline, educational aims, audio-visual aids, etc. (Education 52 and 56 may be taken separately or as an integrated course for five hours credit.)

Second semester.

Vander Borgh. Credit, two hours.

64. TESTS AND MEASUREMENTS.

An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude, and will be required to construct an achievement test in the subject matter field of his choice. Same as Psychology 64.

Second semester.

Credit, two hours.

67. TEACHING ARITHMETIC AND ELEMENTARY SCIENCE.

This course presents a survey of materials and methods of making arithmetic and science meaningful to the elementary child. This course replaces Education 77 in 1954.

First semester.

Mrs. Schoon. Credit, three hours.

71. PROBLEMS OF SECONDARY STUDENT TEACHING.

This course is planned for senior students who are concurrently doing their student teaching. The purpose is to consider the specific problems and difficulties arising out of the student teaching experiences in order that the prospective teacher may acquire greater skill in dealing with these situations.

Both semesters.

Ver Beek. Credit, two hours.

72. PUBLIC SCHOOL ART.

By giving an opportunity to do and to create, the course in public school art attempts to give the future teacher first a sensitivity and understanding of the basic design qualities found in all the art forms; and second, an understanding of the mechanics or techniques of materials used most commonly by children. Work is done in painting, paper mache, soap carving, clay modeling, posters, simply constructed silver jewelry, and paper cut-outs. A notebook is kept describing the projects worked on, processes, supplies needed, and the various uses for the media. Prerequisite: Art 17; preferable also Art 18.

Both semesters.

De Pree. Credit, two hours.

73. SECONDARY VOCAL METHODS.

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1954-1955.

Second semester.

Holleman. Credit, three hours.

74. SECONDARY INSTRUMENTAL METHODS.

A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered first semester of even-numbered years and the second semester of odd-numbered years.

Both semesters.

Rider. Credit, three hours.

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.

Same as Physical Education 75.

First semester.

Credit, two hours.

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.

Same as Physical Education 76.

Second semester.

Credit, two hours.

77. TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL.

Presents modern methods of making arithmetic meaningful to the elementary child, and a survey of materials.

First semester.

Schoon. Credit, two hours.

78. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.

Principles and problems of social living with the application to the elementary school child, including materials and methods of social studies units. A discussion of geography and history as separate subjects is also included.

Second semester.

Ver Beek. Credit, two hours.

79. ELEMENTARY PUBLIC SCHOOL MUSIC METHODS.

Prerequisite: Music 13 or permission of instructor. To be given upon successful completion of a diagnostic test. Materials in both instrumental and vocal music will be taught.

Both semesters.

Holleman. Credit, two hours.

80. PUBLIC SCHOOL HEALTH.

Same as Biology 52.

First semester.

Spoelstra. Credit, two hours.

81. STUDENT TEACHING IN THE ELEMENTARY SCHOOL.

Practice teaching, supervised by the Department of Education, is maintained in cooperation with the Holland Public Schools.

Both semesters.

Ver Beek. Credit, eight hours.

83. STUDENT TEACHING IN THE SECONDARY SCHOOL.

Practice teaching, supervised by the Department of Education, is maintained in cooperation with Holland Public Schools.

Both semesters.

Ver Beek. Credit, five hours.

84. TEACHING OF MODERN LANGUAGES.*

A course in the methods of teaching modern languages and literature to Junior and Senior high school students. Required of all those planning to teach French, German, or Spanish in the secondary schools. Alternate years, 1953-1954.

Second semester.

Brown. Credit, two hours.

85. TEACHING OF SOCIAL STUDIES.*

A special course in the methods and material in teaching the social studies at the junior and senior high school levels. Emphasis is on studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.

First semester.

Ross. Credit, two hours.

86. TEACHING OF SCIENCE.*

A special course in the methods of teaching science at the secondary school level. Emphasis throughout the course will be placed on the material and techniques to follow as used in the teaching of Biology, Chemistry, and Physics.

Second semester.

Kleis. Credit, two hours.

87. TEACHING OF ENGLISH.*

A review of English grammar, with emphasis on the teaching of it. Readings, observations and demonstrations in the teaching of composition and literature in the secondary schools.

First semester.

De Graaf. Credit, two hours.

89. TEACHING OF MATHEMATICS.*

This course is intended for Seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not desired for Education.

First semester.

Lampen. Credit, two hours.

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

English

Mr. De Graaf, chmn.; Mr. Brand, Mr. Hollenbach, Mr. Prins, Miss Reeverts, Miss Snow, Mr. Ten Hoor, Mrs. Ten Hoor

The courses in the English department may be classified under the headings of composition and literature.

All students are required to take six hours of composition and six hours of literature. Courses 11 or 11* and 12 in composition and courses 31 and 32 in literature are intended to meet these basic requirements. These courses are all prerequisite to courses in composition and literature numbered above 50. Exceptions or substitutions are allowed only by permission from the chairman of the department. Students who demonstrate proficiency in the mechanics of composition in their entrance tests are to take English 11; all others are to take 11*.

MAJOR: Students who have completed the required six hours of composition and the six hours of literature with a C grade may apply for admission as English majors at the close of the sophomore year. To graduate as an English major it is necessary to have a minimum of thirty hours in English exclusive of such courses as are described in the catalog as not counting toward a major. The program carried for a major in English must be approved by the head of the department. All majors are required to take English 81 and 82.

For those planning to go to graduate school it is desirable to build up a total of between 40 and 45 hours in English. These students are also to remember that a reading knowledge of French, German or Spanish is usually required for an M.A. degree and a reading knowledge of two is required for a Ph.D. degree.

Those planning to teach English in secondary schools are required to take English 73, and they are advised to take at least four additional hours of composition, six additional hours in speech, and the survey course in American literature.

Those planning to teach in elementary school are required to take Education 54. They are advised to include courses that will

give them a broad preparation in grammar, composition, reading, literature and speech.

11. FRESHMAN COMPOSITION.

Review of the fundamentals of grammar, punctuation, diction, usage, sentence structure, and paragraphing with some expository writing and practice in business correspondence.

First semester.

Staff. Credit, three hours.

11*. FRESHMAN COMPOSITION.

The same as English 11, except that two additional hours a week in laboratory class sessions are provided to help the students who enter college without high proficiency in the mechanics of composition to acquire this competency and to be ready to enter English 12 by the end of the semester.

First semester.

Staff. Credit, three hours.

12. FRESHMAN COMPOSITION.

Practice in expository writing, including special drill in the planning and writing of the term paper.

Second semester.

Staff. Credit, three hours.

15. READING FOR COMPREHENSION.

The purpose of the course is to give training in basic skills in comprehension and improvement in the techniques of study. Not offered, 1953-1954.

First semester.

Ten Hour. Credit, two hours.

16. READING FOR APPRECIATION.

The course provides exercises in the reading of various types of literature to help in the discovery of literary values. Open to Freshmen.

Second semester.

Ten Hour. Credit, two hours.

31. INTRODUCTION TO LITERATURE.

Masterpieces in English Literature. About six of the classics of English literature, each one representative of a different type, are studied intensively to furnish first-hand experience with famous titles in the literary repertoire.

First semester.

Staff. Credit, three hours.

32. INTRODUCTION TO LITERATURE.

Masterpieces in Foreign Literature. A continuation of 31, covering representative titles from Greek, Medieval, and Modern European literature in translation.

Second semester.

Staff. Credit, three hours.

33. JOURNALISM.

A study of the technique employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Open to all who have six hours of composition credit.

First semester.

Brand. Credit, three hours.

37. AMERICAN NOVELS.

A study of representative novels taken from nineteenth and twentieth century American authors. Open to Sophomores.

First semester.

Prins. Credit, two hours.

38. THE SHORT STORY.

A literature course involving the study of representative American and European short stories. Open to Sophomores.

Second semester.

Brand. Credit, two hours.

39. GREAT ENGLISH NOVELS.

A study in the appreciation of select English novels of the 19th and 20th centuries. Not open to freshmen. Not offered 1953-1954.

First semester.

Snow. Credit, two hours.

51. BUSINESS ENGLISH.

Study of the various forms of business correspondence. Recommended for all who plan to major in business administration. Not to be counted toward an English major.

First semester.

Brand. Credit, two hours.

52. BUSINESS ENGLISH.

Study of business report writing. Recommended for all who plan to major in business administration. Not to be counted toward an English major. 51 is recommended but not required for admission.

Second semester.

Brand. Credit, two hours.

53. ADVANCED COMPOSITION.

Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Prerequisites: English 11 and 12, or their equivalents.

First semester.

Brand. Credit, two hours.

54. CREATIVE WRITING.

Of special interest to those who wish to cultivate the literary forms of writing. 53 is recommended but not required for admission. Limited to those approved by the instructor.

Second semester.

Brand. Credit, two hours.

55. SHAKESPEARE: HISTORIES AND COMEDIES.

A study of the most important comedies and Henry IV, Parts 1 and II. The treatment is chronological with an emphasis on Shakespeare's development as a comic dramatist.

First semester.

Ten Hoor. Credit, two hours.

56. SHAKESPEARE: TRAGEDIES.

A chronological study of the most important tragedies emphasizing the evaluation of Shakespeare's genius as a tragic dramatist.

Second semester.

Ten Hoor. Credit, two hours.

57. ROMANTIC POETRY.

A study of the English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats. Not offered in 1953-54.

First semester.

De Graaf. Credit, two hours.

60. VICTORIAN LITERATURE.

A study of the major figures in English poetry and essay between 1832 and 1900.

Second semester.

Reeverts. Credit, three hours.

62. THE DEVELOPMENT OF THE ENGLISH NOVEL.

A study of the structure and content of the English novel from Richardson to Huxley.

Second semester.

Snow. Credit, two hours.

63. DEVELOPMENT OF THE DRAMA TO IBSEN.

A survey of the Greek and Roman drama, the miracle, mystery, and morality plays, Elizabethan drama, and the drama of the eighteenth and nineteenth centuries.

First semester.

Snow. Credit, three hours.

64. CONTEMPORARY DRAMA.

A study of Ibsen and the contemporary drama of America and Europe.

Second semester.

Snow. Credit, three hours.

65. SURVEY IN AMERICAN LITERATURE.

From the colonial period to 1865. Recommended especially for those who plan to enter teaching.

First semester.

Hollenbach. Credit, three hours.

66. SURVEY IN AMERICAN LITERATURE.

From 1865 to the contemporaries. 65 is recommended but not required for admission. Recommended for prospective teachers.

Second semester.

Hollenbach. Credit, three hours.

68. LITERARY CRITICISM.

A study of the principles of aesthetics as applied to literature by various schools of thought. Recommended to those who plan to go on to graduate school.

Second semester.

Prins. Credit, two hours.

72. JOHN MILTON.

A study of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes* and the minor poems.

Second semester.

De Graaf. Credit, two hours.

74. THE ENGLISH LANGUAGE.

A study of language growth and historical change in vocabulary, grammar, and sentence pattern. Not offered in 1953-54.

Second semester.

De Graaf. Credit, two hours.

75. PROBLEMS IN JOURNALISM.

Open to those who have had experiences in journalistic writing or who are directly involved in campus publications.

First semester.

Brand. Credit, two hours.

81, 82. SURVEY OF ENGLISH LITERATURE.

A chronological survey of the trends and types of English literature with a standard anthology as text and a history as supplementary reading. Required of all English majors.

Throughout the year.

De Graaf. Credit per semester, three hours.

TEACHING OF ENGLISH.

See Education 87.

French

Mrs. Prins, chmn.; Miss Meyer

A general statement of the aims and recommendations of the Modern Foreign Language Departments is found below, page 76.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY FRENCH.

A beginning course in the essentials of pronunciation and grammar, reading, oral and aural practice. For students with no previous study of French.
Throughout the year. *Meyer. Credit per semester, four hours.*

13. SCIENTIFIC FRENCH.

Designed to meet the needs of students planning to do research in science, this course stresses the translation of scientific French and uses a short, scientific grammar. No previous knowledge of the language is necessary. This course may not be substituted for course 11. Alternate years, 1954-1955.
First semester. *Prins. Credit, three hours.*

31, 32. INTERMEDIATE FRENCH.

Grammar review; oral-aural practice. Course 31 is an introduction to the culture of France and the study of the provinces. Course 32 is an introduction to French masterpieces. Prerequisite: French 11 and 12, or two years of high school French.
Throughout the year. *Meyer. Credit per semester, four hours.*

43. INTERMEDIATE CONVERSATION.

Prerequisite: French 11 and 12 or two years of high school French. A 1 hour course designed to help the student express himself in French.
First semester. *Prins. Credit, one hour.*

44. INTERMEDIATE CONVERSATION.

Conducted like 43, with different materials. Both 43 and 44 may be elected. Prerequisite: French 11, 12.
Second semester. *Prins. Credit, one hour.*

51. EIGHTEENTH CENTURY FRENCH DRAMA.

A study of the manners and ideas portrayed in the drama of this century. Every third year, 1953-1954.
First semester. *Prins. Credit, three hours.*

52. CONTEMPORARY FRENCH LITERATURE.

A study of the trends in literature after 1900 with emphasis on the literature produced between 1914 and 1940. Every third year, 1954-1955.
Second semester. *Meyer. Credit, two hours.*

53. EIGHTEENTH CENTURY LITERATURE.

French thought as reflected in literature from 1715-1800. Emphasis on Montesquieu, Voltaire, Rousseau and Diderot. Every third year, 1954-1955.
First semester. *Prins. Credit, three hours.*

54. MODERN FRENCH LITERATURE.

A study of the literature following Romanticism: that of the periods called Realism, Naturalism and Symbolism from 1850-1900 in the fields of the novel, short story and poetry. Every third year, 1955-1956.
Second semester. *Prins. Credit, two hours.*

55. FRENCH CIVILIZATION.

Emphasis on the position and influence of French literature, art, music and thought in relation to Europe and the Americas. Required of French majors. Some knowledge of French history is desirable but not a prerequisite. Open to all students. Knowledge of French language is not required. Every third year, 1953-1954.
Second semester. *Meyer. Credit, three hours.*

61. THE LITERATURE OF FRENCH OPERA.

A study of the source material on which the opera is based. This includes the short story, the "nouvelle", the drama and two Biblical stories. Recorded music is frequently used. Every third year, 1954-1955.
First semester. *Meyer. Credit, two hours.*

63. FRENCH LITERATURE OF THE RENAISSANCE.

A study of the main currents of ideas as represented in the sixteenth century with emphasis on Rabelais, Ronsard and Montaigne. Every third year, 1953-1954.
First semester. *Meyer. Credit, two hours.*

64. THE GOLDEN AGE OF FRENCH LITERATURE.

This is the literature of the seventeenth century often called the Age of Louis XIV. Concentration will be on the works of Corneille, Racine and Moliere. Every third year, 1954-1955.
Second semester. *Prins. Credit, three hours.*

71. ROMANTICISM.

The immediate forerunners of the Romanticists — Chateaubriand and Madame de Stael — will be included for study with emphasis on the poetry and novels of Hugo, de Vigny, Lamartine, de Musset. Every third year, 1955-1956.
First semester. *Prins. Credit, three hours.*

73. FRENCH DICTION.

Course designed to give individual attention to pronunciation, intonation and diction. Recommended for voice students who have some previous knowledge of French. Required of French majors. Speech records are used and phonetic symbols are studied. Every third year, 1955-1956.
First semester. *Meyer. Credit, two hours.*

74. ADVANCED COMPOSITION AND GRAMMAR REVIEW.

A thorough review of idiomatic French and grammar. Required of French majors. Every third year, 1955-1956.
Second semester. *Meyer. Credit, two hours.*

76. FRENCH DRAMA OF THE NINETEENTH CENTURY.

The course begins with the romantic theatre of Hugo, Musset and Vigny, continues with the naturalistic drama of Becque, the "theatre libre" of Antoine and the symbolistic theatre of Maeterlinck, and concludes with the religious drama of Claudel. Every third year, 1953-1954.

Second semester.

Prins. Credit, three hours.

85. EUROPEAN TOUR.

See below under Modern Languages for course description.

Summer.

Credit, two hours.

TEACHING OF MODERN LANGUAGES.

See Education 84.

German

Miss Boyd, chmn.; Mr. Ellert, Mr. Schoon

A general statement of the aims and recommendations of the Modern Foreign Languages is found below, page 76.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY GERMAN.

This is a beginning course. The work consists of grammar, pronunciation, reading and the memorizing of poems. The use of the language is encouraged by speaking and writing.

Throughout the year.

Staff. Credit per semester, four hours.

31, 32. INTERMEDIATE GERMAN.

This course is open to those students who have completed courses 11, 12 or passed a comprehensive examination. The German short story is studied. Supplementary reading. Composition and grammar review. German drama forms the basis for study during the second semester. Supplementary reading.

Throughout the year.

Staff. Credit per semester, four hours.

41, 42. GERMAN CONVERSATION.

Open to students on or above the intermediate level. A single semester may be taken.

Throughout the year.

Schoon. Credit per semester, two hours.

51. MODERN GERMAN DRAMA.

A study of the works of the best modern dramatists. Special reports and supplementary reading will introduce other authors than those studied in class. Alternate years, 1953-1954.

First semester.

Boyd. Credit, three hours.

52. THE GERMAN NOVEL.

Some classical and some modern novels will be read. Alternate years, 1953-1954.

Second semester.

Boyd. Credit, three hours.

53. MODERN GERMAN SHORT STORIES.

Short stories by classic and modern authors will be read. Supplementary reading. Alternate years, 1954-1955.

First semester.

Boyd. Credit, two hours.

54. GERMAN POETRY AND OPERA.

A survey course covering development of verse in German literature beginning with the Niebelungenlied. Alternate years, 1954-1955.

Second semester.

Boyd. Credit, two hours.

55. GERMAN CIVILIZATION.

A knowledge of German is not required. The course includes a survey of the development of the German people along cultural lines; music, art, literature and philosophy. Given every third year, 1954-1955.

First semester.

Boyd. Credit, three hours.

61. SCHILLER.

A careful study is made of the life and works of Schiller. Alternate years, 1954-1955.

First semester.

Boyd. Credit, three hours.

62. GOETHE.

This course will include a survey of Goethe's works with special attention to the lyrics and dramas. Alternate years, 1954-1955.

Second semester.

Boyd. Credit, three hours.

63. THE ROMANTIC SCHOOL AND HEINRICH HEINE.

Selections from romantic prose and verse will be read. The general literary trends of the period will be considered. Alternate years, 1953-1954.

First semester.

Boyd. Credit, two hours.

64. GRAMMAR REVIEW AND COMPOSITION.

This course is intended for students who are preparing to teach German or to pursue research where a knowledge of the language is essential. Alternate years, 1953-1954.

Second semester.

Boyd. Credit, two hours.

72. SCIENTIFIC GERMAN.

This course is intended to meet the needs of students planning to do research.

Second semester.

Credit, two hours.

85. EUROPEAN TOUR.

See below Modern Languages for course description.

Summer.

Credit, two hours.

TEACHING OF MODERN LANGUAGES.

See Education 84.

Greek

Mr. Schoon

A general statement of the aims and recommendations in Classical Languages is found above, page 53.

MAJOR: A major in Greek may be met by completion of 25 hours of course work within the department, including Greek 55. In addition, majors must elect History 51, Cultural History of the Mediterranean. Majors must secure the consent of the department advisor for their course program.

To secure a composite major in foreign language, the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

11, 12. ELEMENTARY GREEK.

The introductory study of the Greek language. Attention is given to the structure of the Greek language in order to give the student a new appreciation of what language is. Grammar and translation.

Throughout the year.

Credit per semester, four hours.

31, 32. INTERMEDIATE GREEK.

First semester: readings from various Attic sources. Survey of Attic literature. Word-studies and enlargement of vocabulary. Second semester: reading from Plato's *Apology* and *Phaedo*.

Throughout the year.

Credit per semester, three hours.

51. READING OF SELECTIONS FROM GREEK ORATORS.

Survey of Greek Orations. Prerequisite: two years of Greek. Alternate years, 1953-1954.

First semester.

Credit, two hours.

52. READING OF SELECTIONS FROM GREEK COMEDY.

May be taken independently of Course 51. Prerequisite: two years of Greek. Alternate years, 1954-1955.

First semester.

Credit, two hours.

61, 62. READINGS IN SELECTED AUTHORS.

Special readings from authors such as Thucydides, Herodotus, Sophocles, and Aeschylus. Offered on demand.

Throughout the year.

Credit per semester, two or three hours.

71. READING OF SELECTIONS FROM GREEK TRAGEDY.

Alternate years, 1954-1955.

Second semester.

Credit, two hours.

72. READING OF SELECT PASSAGES FROM HOMER, and review of Homeric literature. Alternate years, 1953-1954.

Second semester.

Credit, two hours.

History and Political Science

*Mr. Fried, Mr. Hinga, Miss Ross, Mr. Vanderbush,
Mr. Van Putten, Mr. Visser, Mr. Wolters*

The study of history and political science is a matter of vital importance to people everywhere and particularly for the men and women active in a democracy and preparing for fuller participation in citizenship in the modern world. The educated person must know what lies behind the issues of today: he must know the avenues through which and by which he may exercise his rights and carry out his responsibilities most effectively. This knowledge is best attained by a study of the record of history and of the structure and workings of government.

MAJOR: A minimum of thirty-two semester hours, is required for a major. History 13, 14, and 33, 34 are the basic courses for the major. Beyond them, at least 17 semester hours in courses numbered above 50 are required. These courses should be taken in as many areas of history as possible: European, American, Ancient, and Asiatic, and should be supplemented by work in political science, economics, and sociology. Each major in his Senior year must elect a senior proseminar course (either history 81 or 84). Three semester hours in French 55, German 55 or Spanish 55 may be counted toward a history major.

Students planning to enter public school teaching may follow the program for a history and political science major or the program for the teaching major in the social studies. (See pages 122-123.)

A. History

13, 14. HISTORY OF CIVILIZATION.

This course aims to aid the student to find explanations to the problems in the contemporary world, by means of a search through the ages for their roots and developments. With the close interplay in today's world, emphasis is put on the contributions of other groups and nations to our civilization as well as upon European and American backgrounds. In this course the ways in which history and geography have acted and are acting as aids or blocks to institutions and ideas are stressed in viewing world problems today.

Throughout the year.

Staff. Credit per semester, three hours.

17. WORLD NEWS OF THE WEEK.

This course not only considers the major events of the week but aims to develop a sound historic, geographic, political and economic background for some of the critical areas in which problems are of a continuing nature. Open only to freshmen and sophomores. Upper classmen interested in contemporary problems should enroll in History 84.

Both semesters.

Ross. Credit, two hours.

33. HISTORY OF THE UNITED STATES (1492-1865).

This is a survey in which causal relations are emphasized. Special study is made of social, economic, and constitutional development, and sectional problems. (Freshmen may enter only as special cases.)

First semester.

Visser. Credit, three hours.

34. HISTORY OF THE UNITED STATES (1865-1945).

Second portion of the survey course in American History. Emphasis is placed on industrial, labor and agricultural problems, domestic and foreign policies, and economic and social legislation. (Freshmen may enter only as special cases.)

Second semester.

Visser. Credit, three hours.

51. CULTURAL HISTORY OF THE EARLY MEDITERRANEAN.

A study of the art, architecture, literature, science and religion, together with the social phases of man's development, from the early Egyptian and Babylonian history through the Roman period. Special emphasis is placed upon Greek institutions and culture. Prerequisite: History 13, 14. Alternate years, 1954-1955.

First semester.

Ross. Credit, three hours.

52. CULTURAL HISTORY OF THE MIDDLE AGES.

A study of the development of education, literature, religion, art, science, through the Renaissance and Reformation. Alternate years, 1954-1955.

Second semester.

Ross. Credit, three hours.

53. HISTORY OF HISPANIC-AMERICA: COLONIAL PERIOD.

A study of the early native cultures and colonization of Central America and South America. Alternate years, 1953-1954.

First semester.

Ross. Credit, three hours.

54. HISTORY OF HISPANIC-AMERICA: NATIONAL PERIOD.

A study of the social, cultural, economic, and political growth of the various countries, with special emphasis upon their relationship to hemispheric problems. Alternate years, 1953-1954.

Second semester.

Ross. Credit, three hours.

55, 56. HISTORY OF ENGLAND.

First semester, a study of the social, cultural, economic, political and constitutional history of England from Roman times to the period of Queen Victoria.

Second semester, from the period of Queen Victoria, emphasizing English imperialism, problems of foreign and domestic policy, and the commonwealth. Recommended prerequisite: History 13, 14. Alternate years, 1953-1954.

Throughout the year.

Visser. Credit per semester, three hours.

57. AMERICAN DIPLOMACY AND FOREIGN RELATIONS.

A study of the development of foreign policies with special emphasis upon the period in which the United States developed into a world power. This is a basic course for students interested in foreign or domestic governmental service.

First semester.

Credit, three hours.

60. RECENT AMERICAN HISTORY.

A study of economic, social and political problems facing the U. S. since 1900. Special emphasis is on domestic problems due to growth of big business, labor movements and government regulations. Prerequisite: History 33, 34, or consent of instructor. Not offered 1953-1954.

Second semester.

Visser. Credit, three hours.

62. HUMAN GEOGRAPHY.

A study of human society in relation to the earth background. The purpose of the course is to familiarize the student with the earth as the home of man, and man's adjustment to this natural environment so that the student may develop an intelligent and informed awareness of the limitation and potentialities of all peoples in their relation to geographic factors.

First semester.

Ross. Credit, three hours.

63. POLITICAL GEOGRAPHY.

A study of geographic factors in determining political boundaries, centers, pressures, powers, etc.

Second semester.

Ross. Credit, three hours.

67. THE DEVELOPMENT OF EUROPE, 1648-1870.

A study of the Age of Louis XIV, the French Revolution, the Industrial Revolution, the Revolution of 1830 and 1840, and the growth of imperialism. Recommended prerequisite: History 13, 14 or 55, 56. Students with two semesters of History may elect this course. Alternate years, 1953-1954.

First semester.

Ross. Credit, three hours.

68. THE DEVELOPMENT OF EUROPE, 1870-1918.

A study of the continued rise of European imperialism with special emphasis upon the social, economic, political and philosophical differences which led to World War I. Prerequisite: History 67. Alternate years, 1953-1954.

Second semester.

Ross. Credit, three hours.

70. HISTORY OF ROME.

From early times to about 476 A.D. An attempt to interpret the political history in the light of social, economic and religious movements.

Second semester.

Wolters. Credit, three hours.

71. EUROPE SINCE 1918.

A study of the social, political, economic and ideological development of the period between world wars; Hitler's plan for world domination; post-war developments; and organization for the preservation of world peace.

First semester.

Ross. Credit, three hours.

74. HISTORY OF THE FAR EAST.

A study of the peoples and cultures of India, China, Japan, French Indo-China and Indonesia and of their relationships to the western world. 1954-1955.

Second semester.

Van Putten. Credit, three hours.

76. RUSSIAN HISTORY.

A study of the Russian internal and external policies with their geographic, economic and political backgrounds. This course will emphasize the roots of the present situation. Alternate years, 1953-1954.

Second semester.

Fried. Credit, three hours.

81. STUDIES IN HISTORY.

A seminar course designed as the capstone course for history majors. The field of concentration will be decided by the instructor upon examination of the interests and needs of the students. Work will consist of readings, reports, and a paper.

Both semesters.

Staff. Credit, two hours.

84. CONTEMPORARY PROBLEMS.

A seminar course with the same general procedures as History 81, but focusing upon an analysis of several contemporary problems.

Second semester.

Ross. Credit, two hours.

TEACHING OF SOCIAL STUDIES.

See Education 85.

B. Political Science**11. INTRODUCTION TO GOVERNMENT.**

This course concerns the theory, principles and practices of government in general with major emphasis given to the American system. Open only to freshmen and sophomores.

Both semesters.

Vanderbush. Credit, three hours.

41. NATIONAL GOVERNMENT.

A study of the national government from its origins through its development to the present with emphasis on procedure and practical governmental problems. Not open to freshmen.

Both semesters.

Vanderbush. Credit, three hours.

42. STATE AND LOCAL GOVERNMENT.

A study of the procedures of government of all the states with special reference to Michigan. Local government is studied with its various functions and applications. Prerequisite: Political Science 11 or 41.

Second semester.

Vanderbush. Credit, three hours.

61. AMERICAN CONSTITUTIONAL HISTORY.

A study of the background of the Constitution of the United States, the work of the Federal Convention of 1781 and the changes in the Constitution as a result of Supreme Court decisions, legislation and political philosophy. Alternate years, 1953-1954. (Can be credited as a course in History.)

First semester.

Vanderbush. Credit, three hours.

64. INTERNATIONAL ORGANIZATIONS.

The development of international law, machinery, forces and systems is surveyed. Emphasis is on the operation of the agencies of international relations on the problems of the world today. Consideration is given to the operation of the United Nations in several fields—political, economic and cultural. Not offered 1953-1954.

Second semester.

Credit, three hours.

66. WORKSHOP IN INTERNATIONAL RELATIONS.

A course of research and public presentation to be offered through cooperation of several staff members. The course will consider the needs, the agencies, and the work of world organizations on problems for promoting better world conditions and understanding. Emphasis will be placed on the role of schools in promoting international understanding as well as on community service by these students.

Offered on demand.

Credit, two hours.

72. POLITICAL PARTIES AND ELECTORAL PROBLEMS.

A study of the political parties, their history and how they operate, and the conduct and problems of elections. Prerequisite: Political Science 11 or 41. Alternate years, 1953-1954.

Second semester.

Vanderbush. Credit, three hours.

80. COMPARATIVE GOVERNMENTS.

Study of the major types and forms of governments of Europe, rather than the operation of the present governments. Prerequisite: Political Science 11 or 41. Alternate years, 1954-1955.

First semester.

Vanderbush. Credit, three hours.

Latin

Mr. Wolters

A general statement of the aims and recommendations in Classical Languages is found above, page 53.

MAJOR: A major in Latin may be met by completion of 25 hours of course work in the department, including Latin 71. Those who plan to enter teaching are also required to take Latin 72. In addition, majors must elect History 70, History of Rome.

To secure a composite major in foreign language, the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in another.

11, 12. ELEMENTARY LATIN.

The elements of grammar, reading, some study of English derivations, and an attempt to make the student aware of cultural implications.

Throughout the year.

Credit per semester, four hours.

31, 32. INTERMEDIATE LATIN.

Selected readings from the period of Caesar and Cicero. Course 31 should normally follow two years of high school Latin.

Throughout the year.

Credit per semester, four hours.

**51. READINGS FROM VIRGIL,
and other writers of the Augustan period.**

First semester.

Credit, three hours.

52. LATIN OF THE CHURCH FATHERS.

Second semester.

Credit, three hours.

53. MEDIEVAL LATIN.

Material from various writers of the time when Latin was the universal language of culture. Alternate years, 1954-1955.

First semester.

Credit, two hours.

54. ROMAN PHILOSOPHY.

Readings from Latin philosophical writings. Alternate years, 1954-1955.

Second semester.

Credit, two hours.

55. LATIN LITERATURE IN TRANSLATION.

This course seeks to give an appreciation of the varied literary treasures of the Romans. No knowledge of the Latin language is required. The course is open to all students.

First semester.

Credit, two hours.

71. SURVEY OF LATIN LITERATURE.

Designed to be a rapid comprehensive survey of national or classical Roman literature. Required of students who desire a teaching major in Latin or who plan to go into graduate work. Alternate years, 1953-1954.

First semester.

Credit, three hours.

72. LATIN WRITING AND TEACHING.

Intended especially for those who plan to teach Latin. Required of teaching majors.

Second semester.

Credit, two hours.

HISTORY OF ROME. See History 70.

Mathematics

Mr. Lampen, chmn.; Mr. Folkert, Mr. Steketee

The courses in Mathematics are offered not only for those definitely majoring in the department or intending to use it as a tool in their applied fields, but also for those who desire them as a part of their general education. Thoroughness rather than multiplicity of courses is emphasized.

HIGH SCHOOL PREREQUISITES: All regular Freshman courses require for admission one and one-half years of high school algebra and one year of plane geometry. Those entering with only one year of algebra should take the course in Intermediate Algebra.

MAJOR: Those who intend to major in Mathematics should take courses 13, 14 (or 15), 16, 31, and 51, and, in addition, two courses selected from courses 52, 53, 61, 62, 81, and 82. College Physics is required. The courses through 51 are required as a minimum. For completion of major, check with the Chairman of the Department.

11. INTERMEDIATE ALGEBRA.

Prerequisites: One year of High School Algebra and one year of Plane Geometry. Not to be counted towards a major in Mathematics.

Both semesters.

Staff. Credit, three hours.

12. SOLID GEOMETRY.

Prerequisites: One year of Plane Geometry and one year of High School Algebra.

First semester.

Staff. Credit, two hours.

13. COLLEGE GEOMETRY.

Prerequisites: One and one-half years of High School Algebra or course 11, and one year of Plane Geometry.

Both semesters.

Staff. Credit, three hours.

14. PLANE TRIGONOMETRY.

Prerequisites: One and one-half years of Algebra and one year of Plane Geometry.

Both semesters.

Staff. Credit, three hours.

15. GENERAL MATHEMATICS.

This course combines the fundamental topics of College Algebra and Plane Trigonometry. It is designed for those who for reason of accelerating their preparation must complete both College Algebra and Trigonometry in one semester. Prerequisites: Same as for courses 13 and 14.

Both semesters.

Staff. Credit, four hours.

16. ANALYTICAL GEOMETRY.

Regular course in Analytics. Prerequisites: Plane Trigonometry and College Algebra.

Both semesters.

Staff. Credit, four hours.

17. MATHEMATICS OF BUSINESS.

Prerequisites: One year of high school Geometry and one year of Algebra. Not to be applied to a Mathematics major.

First semester.

Folkert. Credit, three hours.

21. ENGINEERING DRAWING.

Solid Geometry is strongly urged as a prerequisite.

Both semesters.

Steketee. Credit, three hours.

31. DIFFERENTIAL CALCULUS.

Prerequisites: Analytical Geometry.

Both semesters.

Staff. Credit, four hours.

34. SPHERICAL TRIGONOMETRY.

Prerequisites: Plane Trigonometry and College Algebra. Alternate years, 1953-1954.

First semester.

Staff. Credit, two hours.

35. INTRODUCTORY STATISTICS.

A general introduction to the area of statistics. This course is a prerequisite to Economics 62 (Economic Statistics) as well as Mathematics 36 (Mathematics of Statistics).

First semester.

Folkert. Credit, two hours.

36. MATHEMATICS OF STATISTICS.

Prerequisites: Mathematics 13 and 14 or Mathematics 15 and Mathematics 35.

Second semester.

Folkert. Credit, two hours.

41. DESCRIPTIVE GEOMETRY.

Prerequisites: Engineering Drawing.

Second semester.

Steketee. Credit, three hours.

42. PLANE SURVEYING.

Prerequisites: Plane Trigonometry.

Second semester.

Lampen. Credit, two hours.

43. ASTRONOMY.

Descriptive. Prerequisite: Plane Trigonometry.

Second semester.

Lampen. Credit, two hours.

44. AERIAL NAVIGATION.

Study of the four methods of navigation and of the various projections and charts in use, and drill in applications. Prerequisite: Plane Trigonometry.

Second semester.

Credit, two hours.

51. INTEGRAL CALCULUS.

Prerequisites: Regular Mathematics courses through Differential Calculus.
Both semesters. Staff. Credit, four hours.

52. DIFFERENTIAL EQUATIONS.

Prerequisites: 8 hours of Calculus.
Second semester. Staff. Credit, two hours.

53. SOLID ANALYTICS.

Prerequisite: Analytical Geometry.
Second semester. Staff. Credit, two hours.

61. THEORY OF EQUATIONS.

Integral Calculus a prerequisite but may be taken at the same time.
First semester. Lampen. Credit, three hours.

62. COLLEGE GEOMETRY.

The purpose of this course is to extend the methods of the first course in Plane Geometry to the development of theorems of greater difficulty and of greater interest. New properties of the triangle and the circle are studied. Because of the help to be derived from such a course by those who expect to teach Plane Geometry, and because of pedagogical principles involved in developing it, this course is recommended to those who are planning to teach mathematics. Prerequisite: Analytical Geometry.
First semester. Lampen. Credit, three hours.

81. ADVANCED CALCULUS.

Prerequisites: 10 hours of Calculus and Mathematics 53. Open to Seniors only except by special arrangement with instructor. Mathematics 53 may be taken at the same time.
First semester. Lampen. Credit, two hours.

82. ADVANCED CALCULUS.

Continuation of Mathematics 81.
Second semester. Lampen. Credit, two hours.

91. READINGS.

A course for seniors who plan to take graduate work in mathematics. Enrollment by permission of chairman of department.
Second semester. Credit, two hours.

TEACHING OF MATHEMATICS.

See Education 89.

Modern Languages

The courses offered in the first two years of the modern languages, French, German, and Spanish, are designed to provide the student with a good grammatical foundation, to give him some command of the spoken language, to develop a practical reading knowledge, and to cultivate the understanding of other peoples, cultures and institutions as revealed in their literature, periodicals and national activities. The upper level courses are designed to broaden the student's knowledge as well as give him practical training in the use of the language.

Students who plan to do graduate work in Science are advised to study German and secure a reading knowledge of French; music majors should study German and French. For the Ph.D. degree a reading knowledge of French and German is required in most universities, although in certain cases Spanish may be substituted. For students planning to get an M.A. a reading knowledge of one of the modern languages is usually required.

Two years of study on the high school level will admit a student to the Intermediate course (31) if he passes an examination given at the beginning of the fall term. An examination is required of all students desiring advanced standing in any modern language. Full credit will be granted for any course in addition to the language requirement.

MAJOR: To secure a major in French, German or Spanish the student is required to take twenty-five (25) hours above the first year courses. Not more than eight (8) hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. To secure a composite major the student must elect a minimum of nine (9) hours advanced study (courses numbered above 50) in one language and five (5) hours in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

85. EUROPEAN TOUR.

In this study tour, opportunity is provided to see many of the finer points of interest in other countries besides the one of concentrated study. In order to receive the two hours credit for the European Tour in French, Spanish, or German, the student must spend at least three weeks in a country speaking that language and must submit satisfactory reports on his observations, these reports to be written in the foreign language under study. Emphasis is placed on the attainment of oral fluency in the language as well as upon comprehension of the foreign culture. A minimum of six weeks are spent in study and travel. When the time and the itinerary permit, other courses from the curricula of the modern language departments may be taught by the Tour Conductor. The European tour of 1953 extended over eleven weeks. By using time available on shipboard as well as on the continent, it was possible for students to complete the work of Spanish 62 and 81 for six hours of additional credit. Prerequisite: Spanish, French, or German 31, 32. Given 1953 and alternate years.

Summer.

Brown. Credit, two hours.

Music

*Mr. Cavanaugh, chmn.; Mrs. Baughman, Miss Holleman,
Mrs. Karsten, Mr. Kooiker, Miss Lindberg, Mr. Rietberg,
Mr. Rider, Mrs. Snow*

The Music Department of Hope College has two aims: to supply the Liberal Arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in any of the fundamental Theory courses and any of the Applied Music courses which suit him. A student of the second group, if he wishes to teach music in the school systems, should select the Elementary or Secondary Music Education program; if he does not desire to teach in the schools, but wishes to prepare himself as a performing artist, he should select the Applied Music Major program. Either major course is also designed as a basic program toward continued study in graduate schools of music.

MAJOR: A student who wishes to major in music must start work in the department in his Freshman year, following the suggested schedule closely. At the close of his Sophomore year he will make written application to the Chairman of the Department, at which time he will be admitted or rejected as a major in the Music Department by a decision of the Music Faculty. A major in Secondary Music Education requires a minimum of 52 hours in music courses; in Elementary Music Education, 40 hours; and in Applied Music, 44 hours.

Requirements for a major in Secondary Vocal Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 72, 75, 76—34 hours.
Applied Subjects: Voice (Must reach at least Voice 64)—10 hours.
 Piano 21, 22, 41, 42—4 hours.
Music Electives: 4 hours.
Total: 52 hours.

Every major in Vocal Music Education must put in three full years' work in the Choir or either of the Glee Clubs. It is strongly recommended that the course in Music 56 be taken as a methods course under the Education Department.

Requirements for a Major in Secondary Instrumental Music Education:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 57, 58, 71, 72—34 hours.
Applied Subjects: Major Instrument (Must reach at least Instrument 68—8 hours. Strings 27, 28; Winds 27; Brass 27; Piano 21, 22—6 hours.
Music Electives: 4 hours.
Total: 52 hours.

Every major in Instrumental Music Education must put in three full years' work in either Orchestra, Band, or Instrumental Ensemble. Course 74 is required as a methods course under the Education Department.

Requirements for a Major in Applied Music:

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 74 or 75—29 hours.

Applied Subjects: (One combination)

1. Voice (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
2. Organ (10 hours), Voice (4 hours) and Ensemble (2 hours) — 16 hours.
3. Piano (10 hours), Voice (2 hours) and Instrument (2 hours) and Ensemble (2 hours) — 16 hours.
4. Instrument (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.

Total: 45 hours.

Requirements for a Major in Elementary Public School Music:

Theoretical Subjects: Music 15, 16, 17, 18, 33, 34, 56, 74 or 75—21 hours.

Applied Subjects: Piano, Voice, Instrument (5 each) — 15 hours.

Music Electives: 5 hours.

Total: 41 hours.

Students desiring to fulfill the minor requirements for teacher certification must elect 15 hours of music. Courses 15, 16, and 56 or 74 or 76 are required.

See above, page 119, for a suggested outline for the first two years.

Theoretical Courses

13. EAR TRAINING AND SIGHT SINGING.

A course designed for any student desirous of becoming more familiar with music. Melodic and harmonic rhythm dictation. For non-majors. Course 13 is a prerequisite for elementary teachers who are not able to pass the diagnostic tests for admission to course 56.

First semester.

Snow. Credit, two hours.

15, 16. THEORY I.

This is a beginning course for music majors with emphasis on the fundamentals of music. The first semester is devoted primarily to the study of triads, intervals, keys, scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. The second semester introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued. The course meets daily.

Throughout the year.

Kooiker. Credit per semester, four hours.

17. SURVEY OF MUSIC LITERATURE.

A non-technical study of the various musical styles, designed to establish a basis for the understanding of all types of music. Portions of the course will be devoted to tone color and rhythm, programmatic musical form, and aesthetics.

Both semesters.

Staff. Credit per semester, two hours.

18. MUSIC LITERATURE OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS.

Prerequisite: Music 17 or consent of instructor. A study of the music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Offered alternate years, 1953-1954.

Second semester.

Cavanaugh. Credit, two hours.

31, 32. THEORY II.

Altered chords and resolutions. Ninth, eleventh, and thirteenth chords. Transitions, modulations. Embellishments and figurations. Harmonic analysis. Other scales and the harmony thereof. Original work.

Throughout the year.

Cavanaugh. Credit per semester, three hours.

33. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS.

Prerequisite: Music 17 or consent of instructor. The course includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Copious use is made of recordings and selected readings. Individual investigation of special interests and the writing of themes is encouraged. Offered alternate years, 1954-1955.

Second semester.

Kooiker. Credit, two hours.

34. MUSIC LITERATURE SINCE 1900.

Prerequisite: Music 17 or consent of instructor. A study of the styles and development in musical literature of the past fifty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Offered alternate years, 1953-1954.

Second semester.

Rider. Credit, two hours.

51, 52. FORM AND ANALYSIS.

A practical and analytical course in the structure of music forms as well as the harmonic and polyphonic devices used in major works. Offered alternate years, 1953-1954.

Throughout the year.

Cavanaugh. Credit per semester, two hours.

56. ELEMENTARY MUSIC METHODS.

Prerequisite: Music 13 or permission of instructor. To be given upon successful completion of a diagnostic test. Materials in both instrumental and vocal music will be taught. Same as Education 79.

Both semesters.

Lindberg, Holleman. Credit, two hours.

57, 58. ORCHESTRATION AND CONDUCTING.

Prerequisite: Music 32. A detailed study of orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. The first semester will include work with the brass and woodwind ensembles, progressing to the scoring of music for symphonic band. String ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra will be included in the second semester. Offered alternate years, 1954-1955.

Throughout the year.

Rider. Credit per semester, three hours.

71, 72. SENIOR PRO-SEMINAR IN MUSIC.

A required senior music major course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials.

Throughout the year.

Staff. Credit per semester, one hour.

74. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION.

A study of the problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Offered first semester of even-numbered years and the second semester of odd-numbered years. Same as Education 74. *Both semesters. Rider. Credit, three hours.*

75. CHORAL CONDUCTING.

A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1954-1955. *First semester. Cavanaugh. Credit, three hours.*

76. SECONDARY VOCAL METHODS.

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1954-1955. Same as Education 73. *Second semester. Holleman. Credit, three hours.*

77. MUSIC OF THE CHURCH.

A course designed to help ministers, choir instructors, organists, and singers in a study of the music of the church. Included is a brief history of church music, and the study of hymnology, classification of anthems, and elementary music theory. Recommended for preseminary students. *First semester. Snow. Credit, two hours.*

Applied Music Courses

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system, and after approval by a faculty jury are required to give a recital during the senior year. In the case of music education majors, the length of the recital will be determined by the music faculty. Upon request each major student may secure a chart indicating proficiency levels to be attained each year of study. Hope College maintains a Junior Piano Department for students of elementary and high school ages. A schedule of Applied Music fees will be found on page 22, as well as fees for the Junior Piano Department.

A maximum of 3 semester hours of Choir, Band or Orchestra will be allowed as elective credit toward a major in music.

All private lessons are of 30 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one half hour per day for each

weekly voice lesson and at least one hour per day for each weekly piano, organ, or instrumental lesson.

- 21, 22; 41, 42; 61, 62; 81, 82. Piano
- 23, 24; 43, 44; 63, 64; 83, 84. Voice
- 25, 26; 45, 46; 65, 66; 85, 86. Organ
- 27, 28; 47, 48; 67, 68; 87, 88. Instrument (violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, percussion.)

The above private lessons are open to all students in relation to their degree of proficiency. There are certain entrance requirements for some of the Applied Music major fields, as follows:

PIANO.

To be admitted as a piano major candidate a student must be able to play the following or at the equivalent level:

1. Major and minor scales in 4 octaves.
2. Technical studies as Czerny or the Sonatinas.
3. The Bach Little Preludes.
4. The Mozart C Major Sonata.

INSTRUMENT.

To be admitted as an instrument major candidate a student shall be required to play, on his major instrument, the following or at the equivalent level:

Violin —

Working knowledge of the first 5 positions, vibrato, major and minor scales through 3 sharps and flats. Etudes by Kayser and Wohlfahrt, and pieces by Bach and Corelli or equivalent.

Clarinet —

Major and minor scales through 3 sharps and flats; Langenus Book II, Baermann Book II; solos such as "Fantasie de Concert" by Avon and "Mazurka" by Mylnarsky or equivalent.

Cornet —

Williams method books I and II, major and minor scales through three sharps and flats; Trumpet Etudes by Hering; selected solos.

8. PREPARATORY PIANO.

Prospective piano majors unable to meet the above piano entrance requirements will enroll in this course until the deficiency is made up.

No credit.

9. PREPARATORY INSTRUMENT.

Prospective instrument majors unable to meet the above instrument entrance requirements will enroll in this course until the deficiency is made up.

No credit.

10. CHAPEL CHOIR.

Membership of approximately 90 voices determined by audition at the beginning of the Fall term.

Throughout the year. Cavanaugh. Credit per year, one hour.

10c. CHANCEL CHOIR.

Membership open to all interested students.

Throughout the year. Rietberg, Holleman. Credit per year, one hour.

20. ORCHESTRA.

Membership determined by tryouts at the beginning of the Fall term.

Throughout the year. Rider. Credit per year, one hour.

30. BAND.

Membership determined by tryouts at the beginning of the Fall term.

Throughout the year. Rider. Credit per year, one hour.

49, 50. PIANO ENSEMBLE.

An applied music course in two-piano work. Standard repertoire of original two-piano compositions of Mozart, Brahms, etc., are used. A fee of \$2.50 per semester is charged. Prerequisites: piano-playing ability of at least a third-grade level.

Throughout the year. Holleman. Credit per semester, one hour.

69, 70. INSTRUMENTAL ENSEMBLE.

A course designed to acquaint the student with small ensemble literature and give him the opportunity to play as much of it as possible. Prerequisite: Permission of instructor.

Throughout the year. Rider. Credit per semester, one hour.

Philosophy

Mr. Dykstra

The Department of Philosophy aims to meet the needs of three groups of students, and all three have equal claims upon it.

1. The first group is of those interested in the possible contribution of philosophy to a sound liberal education. For these the study of philosophy is an incentive to and an attempt at acquaintance with the integration of the broad areas of human experience and learning.
2. The second group is those whose education is dominated by an interest in specialized areas. For these the department of Philosophy aims to provide both a broadening of interest and acquaintance and a critical analysis of the presuppositions and principles of their specialized area.
3. In the third group are those whose major academic interest is the study of philosophy. For these, the department aims to provide an acquaintance with the perennial problems of human life, an introduction to the great thinkers and the great traditions of thought, and a sense of the importance of sound thinking in the attainment of the objectives of good living.

MAJOR: A minimum of twenty-six hours in the department beyond the introductory course (15) is required for a major. Specific courses required of all majors are: Philosophy 33, 34, 55, 56, 53, 72, 82. The whole course program for each major must receive the approval of the departmental advisor, who retains discretionary power to require, as part of the major program, completion of specific courses within the department or outside it.

15. INTRODUCTION TO PHILOSOPHY.

A first course in philosophy which aims to acquaint the students with the ultimate problems of life, and with the fields and methods of philosophical thought. Attention is given to the development of the philosophical habit of mind, and a facility in reading philosophical literature.

Both semesters.

Credit, two hours.

33. ANCIENT PHILOSOPHY.

A survey of ancient Greek and Roman philosophy, with a view to gaining an acquaintance with both the content and method of ancient thought, analyzing the pertinence of ancient thought for contemporary culture.

First semester.

Credit, three hours.

34. MEDIEVAL PHILOSOPHY.

A survey of late Greek religious philosophies and the development, achievement, and the disintegration of Medieval thought, an evaluation of Medievalism as an ideal of an integrated culture, and an investigation of the possible relevance of Medievalism for the contemporary world. Prerequisite: Philosophy 33.

Second semester.

Credit, three hours.

53. LOGIC.

An introductory Logic, covering induction and deduction, and introducing the student to symbolic logic as a method of notation. The course is designed to serve the purposes of the liberal arts students in the fields of science and the humanities. Alternate years, 1953-1954.

First semester.

Credit, three hours.

55. MODERN PHILOSOPHY.

A survey of philosophical thought from Descartes through German Idealism, with emphasis upon the metaphysical and epistemological problems. Special attention is given to the bases of judgment employed in the several philosophies. Recommended as a background, Philosophy 33, 34.

First semester.

Credit, three hours.

56. CONTEMPORARY PHILOSOPHY.

A survey of the philosophies which are specifically formative in the development of contemporary culture, an attempt to uncover the fundamental issues raised by these philosophies, and an exploration of the possible bases for solution of the problems. Prerequisite: Philosophy 55.

Second semester.

Credit, three hours.

58. PHILOSOPHY OF SCIENCE.

A study of the fundamental concepts of modern science, an attempt at integration of the sciences, an evaluation of their presupposition, and an interpretation of the implications of the scientific world-view for human living. Alternate years, 1954-1955.

Second semester.

Credit, three hours.

71. HISTORY OF ETHICS.

An historical survey of the ethical ideals, chiefly of the Western world, together with their organization into some coherent order, and an examination of the formative principles of ethical thinking. Alternate years, 1954-1955.

First semester.

Credit, three hours.

72. SYSTEMATIC AND APPLIED ETHICS.

A quick survey of the chief types of ethical theory, consideration of the major problems in a theory of value, the metaphysical implications of value, and an exploration of some of the chief problems of contemporary culture from the point of view of an integrated ethical outlook. Prerequisite: Philosophy 71 or consent of the instructor. Alternate years, 1954-1955.

Second semester.

Credit, three hours.

75. PHILOSOPHY OF RELIGION.

Clarification of the meaning and grounds of religious belief, and the place of religious belief in a total world outlook. Alternate years, 1954-1955.

First semester.

Credit, three hours.

77. CONTEMPORARY IDEOLOGIES.

A survey of the philosophical foundations of each of the major ideologies of the contemporary world, an attempt to identify the questions which divide them and to discover the direction in which a solution to the tensions between them may be sought. Alternate years, 1953-1954.

Second semester.

Credit, three hours.

78. AESTHETICS.

A study of the chief philosophical and psychological theories of aesthetics, an analysis of the creative and recreative aesthetic experience, an exploration of the various media of aesthetic experience, and a study of the principles of aesthetic judgment. Alternate years, 1953-1954.

Second semester.

Credit, three hours.

79. PHILOSOPHY OF HISTORY.

An examination of the classic philosophies of history, including a discussion of Judaism, Plato, Stoicism, Augustine, Calvin, Kant, Hegel, Malthus, Marx, Schopenhauer, Nietzsche, Spengler, Sorokin, Schweitzer, Ortega y Gasset, and Toynbee. Aim of the course is to assist the student in arriving at an intelligent philosophy of culture. Alternate years, 1953-1954.

First semester.

Credit, three hours.

82. ADVANCED PHILOSOPHICAL STUDIES.

For majors in philosophy and other well-qualified students. Conducted on the basis of individual study or cooperative inquiry by small groups. Subject matter of the course is selected from one of the major fields of philosophy and dictated by the interests of the students concerned. Announcement of the intention to participate in the course is desired not later than the middle of the semester preceding that in which the course is to be given.

Second semester.

Credit, two hours.

Physical Education

Mr. DeVette chmn.; Mr. Green, Miss Richardson

REQUIRED PHYSICAL EDUCATION: All students are required to take two semester courses in physical education activities. These courses are to be taken during the freshman year.

All persons taking physical education activity classes or participating in the intramural program must be checked annually by the college health service. This examination is to be taken during the first two weeks of the first semester for those in the activity classes. Those participating in intramurals must have their physical before the first contest in which they are to take part. Certification of physical condition, in writing, from the college health service must be filed with the department of physical education.

PROGRAM FOR A MINOR IN PHYSICAL EDUCATION:

MEN—Any male student may be granted a minor in physical education for teacher certification by successfully completing Biology 34, Physical Education 31, 51, 52, 63, and 64 (total 16 semester hours) and the physical education activities courses 21 and 22.

WOMEN—Any woman student may be granted a minor in Physical education for teacher certification by successfully completing a minimum of 15 hours of credit courses, including Biology 34, Physical Education 31, 52, 56, and either 75 or 76, and the Physical Education activities courses 11, 12, and 15.

11. FIELD HOCKEY AND BASKETBALL. (W)

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

First semester.

Richardson. Act. credit.

12. VOLLEYBALL AND SOFTBALL. (W)

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

Second semester.

Richardson. Act. credit.

14. ARCHERY AND BADMINTON. (W)

This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these activities.

Second semester.

Richardson. Act. credit.

15. FOLK AND SQUARE DANCE. (W)

Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances, will be offered in this course.

Both semesters.

Richardson. Act. credit.

16. TENNIS AND BADMINTON. (W)

This course offers an opportunity to develop skills and to acquire fundamental knowledge in each of these sports.

Both semesters.

Richardson. Act. credit.

17. BADMINTON AND GOLF. (W)

Nine weeks will be given to the development of skills and to the actual playing of each of these activities.

Second semester.

Richardson. Act. credit.

21, 22. (M)

This is the required course for all men students, and is to be taken in the *freshman* year. The course includes calisthenics, participation in team sports such as touch football, basketball, volleyball and softball, and participation in individual sports such as tennis, badminton, weight lifting, and archery.

Both semesters.

De Vette, Green. Act. credit.

31. INTRODUCTION TO PHYSICAL EDUCATION.

This course seeks to orient the student to professional work in this field. It will include history, principles, philosophy, aims and objectives of physical education. Required of all physical education minors, it should be elected in the *freshman* and *sophomore* year.

First semester.

Green. Credit, two hours.

51. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (M)

This course is designed to acquaint the student with the problems of administering a physical education program in a typical public school. The entire program of required, intramural and inter-school physical education is discussed and studied. Prerequisite: Physical Education 31.

First semester.

Green. Credit, three hours.

52. ANATOMY AND KINESIOLOGY.

A comprehensive study of the musculo-skeletal system and its action, with special reference to the field of health and physical education. Biology 11 and 34 recommended prerequisites.

Second semester.

Green. Credit, three hours.

54. COMMUNITY RECREATION.

This course traces the development of the modern recreational movement, studies the principles and practices in the organization of recreational group work, and presents the methods of planning and administering community recreation programs. This course is valuable for those planning to enter the ministry, teaching, scout work, or religious education, as well as for those who plan to enter community recreation work.

Second semester.

Richardson. Credit, two hours.

63. FUNDAMENTALS AND TECHNIQUES OF FOOTBALL AND BASKETBALL. (M)

A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Football will be studied the first eight weeks and basketball the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshmen.

First semester.

De Vette. Credit, two hours.

64. FUNDAMENTALS AND TECHNIQUES OF BASEBALL AND TRACK. (M)

A study of the fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Baseball will be studied the first eight weeks and track the last eight weeks of the semester. Academic credit will be given only to students minoring in physical education. Not open to freshmen.

Second semester.

De Vette. Credit, two hours.

68. ANALYSIS OF PHYSICAL EDUCATION SKILLS. (M)

The course is devoted to a study of the mechanics involved in the performance of the movements used in team, dual and individual sports. Physical education 31 and 52 recommended prerequisites.

Second semester.

Green. Credit, two hours.

69. FIRST AID AND ATHLETIC TRAINING. (M)

This course is designed to acquaint the student with the common methods employed in first aid. The student is also introduced to the procedures used in treating injuries and is taught to observe and recognize the symptoms which indicate very serious injury. Prerequisite: Physical Education 31.

Second semester.

Green. Credit, two hours.

71. ASSISTING IN PHYSICAL EDUCATION TEACHING. (W)

This class is offered to further prepare the student for teaching physical education. Here she will assist the instructor and gain experience in keeping records, grading, tests and measurements, and in the purchase, use, and care of equipment. Given 1953-1954.

Both semesters.

Richardson. Credit, one hour.

72. ASSISTING IN WOMEN'S INTRAMURALS. (W)

The purpose of this course is to give practical experience in the operation and direction of a program of intramurals. The student will assist in setting up a program, drawing up tournaments, advertising events, and keeping records which are necessary. Given 1953-1954.

Both semesters.

Richardson. Credit, one hour.

73. TEACHING AND OFFICIATING TEAM SPORTS. (W)

The analysis of skills, teaching progressions, class organization and testing procedures for hockey, speedball, soccer, and volleyball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of the organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1955-1956.

First semester.

Richardson. Credit, two hours.

74. TEACHING AND OFFICIATING TEAM SPORTS. (W)

The analysis of skills, teaching progressions, class organization and testing procedures for basketball and softball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years, 1955-1956.

Second semester.

Richardson. Credit, two hours.

75. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL. (W)

This course is designed to acquaint the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Specific attention is given to objectives and methods of organization and each student is required to do practice teaching in these activities as part of the class work. Elective to prospective elementary school teachers and women taking a minor in Health and Physical Education.

First semester.

Richardson. Credit, two hours.

76. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.

This course consists of a thorough study of the fundamentals and rules of games of higher organization, and of mass and individual sports. Practical experience is given in lesson planning, organizing, teaching and officiating. Alternate years, 1954-1955.

Second semester.

Credit, two hours.

Physics

Mr. Kleis, chmn.; Mr. Frissel

MAJOR: A major in Physics can be met by completion of twenty-five semester hours of courses approved by the head of the department.

11. METEOROLOGY.

A study of the various physical processes and laws underlying the phenomena of weather and climate. Such topics as the composition of the atmosphere, the physical behavior of dry air and moist air, including normal, dry adiabatic, and saturated adiabatic lapse rates, clouds, fogs, precipitation, radiation, migratory cyclones and anticyclones, fronts, air masses and source regions are considered.

First semester.

Kleis. Credit, two hours.

21. MUSICAL ACOUSTICS.

An introduction to the fundamental laws of acoustics which have to do with the production and transmission of musical sounds. This course is intended for music students and may not be counted toward a major in Physics.

Second semester.

Kleis. Credit, two hours.

31, 32. GENERAL PHYSICS.

First semester: mechanics of solids and liquids, sound and heat. *Second semester:* magnetism electricity, and light. Recitation, four hours; laboratory, one period per week. Must be preceded by Mathematics 14.

Throughout the year.

Kleis. Credit per semester, five hours.

33. SLIDE RULE.

A one semester course giving the basic fundamentals of the slide rule plus a working knowledge of the scales used for problems involving multiplication, division, square and cube root, trigonometry, logarithms and powers of numbers. Prerequisite: Mathematics 14.

Both semesters.

Frissel. Credit, one hour.

51. MODERN PHYSICS.

An advanced course in which are studied some of the developments of physics since the discovery of radioactivity with a special emphasis upon the subject of atomic structure.

First semester.

Kleis. Credit, three hours.

53. ELECTRONICS.

An introductory course dealing with tube characteristics and operation, circuit analysis, rectification, amplification systems and photo-electricity. Prerequisites: Physics 32, and Mathematics 31, 51.

First semester.

Frissel. Credit, three hours.

54. ELECTRONIC CIRCUITS.

A continuation of Physics 53. Application of fundamentals of electronics. Use of circuits in oscilloscopes, radio and television. Two hours lecture, one laboratory period.

Second semester.

Frissel. Credit, two hours.

61. ANALYTICAL MECHANICS.

An advanced course in statics. It is recommended to students interested in physics, astronomy, engineering, and applied mathematics. Prerequisites: Mathematics 31 and 51.

First semester.

Frissel. Credit, three hours.

62. ANALYTICAL MECHANICS (DYNAMICS).

An advanced course in dynamics continuing studies on kinetics of a particle, impulse, momentum, work and energy, and dynamics of a rigid body. Prerequisites: Mathematics 31, 51, and Physics 61.

Second semester.

Frissel. Credit, three hours.

71. ELECTRICAL MEASUREMENTS.

An advanced course in electricity and magnetism. Recitation, three hours; laboratory, three hours. Prerequisites: Mathematics 31 and 51.

Second semester.

Kleis. Credit, four hours.

72. PHYSICAL OPTICS.

An intermediate course in light continuing the study of wave motion, spectra, refraction, reflection, diffraction, polarization, quantum theory, etc. Not offered 1953-1954.

Second semester.

Frissel. Credit, three hours.

91. SPECIAL PROBLEMS.

This course is designed to give students majoring in physics a chance to do work in a field in which they have a special interest. By permission of chairman of department.

Both semesters.

Staff. Credit, by arrangement.

TEACHING OF SCIENCE.

See Education 86.

Psychology

Mr. Granberg, chmn.; Mrs. Schoon, Mrs. Wilson

Psychology is the science of human behavior. An understanding of the causes and conditions which lead men to behave as they do is essential to a solution of the problems which arise in personal and social affairs.

Students whose vocational interests lie in the areas of education, social work, the ministry, personnel work, medical practice, or other fields involving intimate personal contacts, will find psychology an aid to understanding themselves and their relationship to those with whom they are to work.

MAJOR: Students who wish to major in psychology should make application to the chairman of the department by the close of the sophomore year. Specific requirements include: a minimum of 25 semester hours in psychology, including courses numbered 33, 54, and 61; Biology 11, 12; and Sociology 31. For those intending to pursue graduate work in psychology or a closely related field, such as Personnel Administration or Social Work, Psychology 36, 71 and 72; Biology 61; and Philosophy 53 are strongly recommended.

31. PSYCHOLOGY FOR EVERYDAY LIVING.

A study of human behavior designed to yield greater understanding of one's self and others so as to promote more effective interpersonal relationships. May be used to satisfy the graduation requirement.

Both semesters.

Staff. Credit, three hours.

33. INTRODUCTION TO PSYCHOLOGY.

A beginning course in the scientific study of human behavior. Prerequisite: Sophomore standing or consent of the instructor. May be used to satisfy the graduation requirement.

Both semesters.

Staff. Credit, three hours.

36. CHILD DEVELOPMENT.

A survey of the physical, motor, language and emotional development of the child from conception to adolescence with special emphasis upon the role of the teacher or parent in providing an optimum setting for this development. Prerequisite: Psychology 31 or 33.

First semester.

Granberg. Credit, two hours.

38. ADOLESCENT DEVELOPMENT.

A study of the development changes taking place during the years of transition from childhood to maturity, with particular emphasis upon how these changes affect the eventual psychological make-up of the individual. Prerequisite: Psychology 31 or 33.

Second semester.

Granberg. Credit, two hours.

52. INDUSTRIAL PSYCHOLOGY.

A study of the application of psychological principles to business and industry. Includes an examination of methods used in employee selection, placement, and motivation; in maintaining good employee relations; and in the development of effective supervision and leadership. Alternate years, 1953-1954.

Second semester.

Mrs. Wilson. Credit, three hours.

53. SOCIAL PSYCHOLOGY.

A study of the psychological principles underlying group behavior and the effect of social conditions in determining individual behavior. Prerequisite: Psychology 33.

First semester.

Granberg. Credit, three hours.

54. PSYCHOLOGY OF PERSONALITY.

An examination of the personality of normal individuals. Includes an examination into the nature of personality, its development and organization, and a consideration of the dynamics of behavior. Prerequisite: Psychology 33.

First semester.

Granberg. Credit, three hours.

55. EDUCATIONAL PSYCHOLOGY.

Same as Education 52.

Second semester.

Credit, three hours.

58. PSYCHOLOGY OF BEHAVIOR DISORDERS.

An introduction to the study of human behavior pathology. Includes an investigation into the etiological factors involved in the development of behavior disorders, a study of the common syndromes in terms of the dynamics involved, and a survey of therapeutic measures. Prerequisites: Psychology 33 and 54.

Second semester.

Granberg. Credit, three hours.

61. INTRODUCTORY STATISTICS.

Same as Mathematics 35.

First semester.

Credit, two hours.

64. TESTS AND MEASUREMENTS.

An introduction to the interpretation and construction of tests. The student will be introduced to the more commonly used tests of intelligence, achievement, interests and aptitude, and will be required to construct an achievement test in the subject matter field of his choice. Same as Education 64. Prerequisite: Psychology 33. Alternate years, 1954-1955.

Second semester.

Credit, two hours.

71. PSYCHOLOGY OF LEARNING.

A survey of the conditions which determine learning and retention. The work of the first semester is primarily concerned with experimental results from human learning; the second semester includes research done at the infra-human level and considers current theoretical interpretations. Prerequisite: Psychology 33 and 57. Alternate years, 1954-1955.

First semester.

Mrs. Wilson. Credit, three hours.

91. READINGS IN PSYCHOLOGY.

An individual course for advanced students of superior ability who plan to take graduate work in psychology, and who wish additional preparation in specialized areas of the field. Permission of the chairman of the department is required before registering for this course and students are required to comply with all conditions detailed under "Reading Courses," page 44.

Both semesters.

Credit, two hours.

Religion and Bible

Mr. Voogd, chmn.; Mr. Hilmert, Mr. Ponstein

Courses in the Department of Bible and Religion are regarded as an integral part of the college curriculum and nine semester hours are required of all students for graduation. Bible 71 must be taken by all students. Concerning the remaining six hours see page 41 of catalog.

MAJOR: For those contemplating religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the department of Religion and Bible or Religious Education is advised. Students planning to enter a Theological Seminary are advised to follow the program for Christian ministry that has been set up. (See page 110 of catalog.) A major in Religion and Bible shall consist of a minimum of twenty-six hours in the department and a maximum of thirty hours. Students majoring in Religion and Bible should see the head of the department to secure approval of their course program.

11. BIBLE SURVEY.

The purpose of this course is to enable the student to acquaint himself with the basic content of the Old and New Testaments. Required of all students who do not pass the Bible proficiency test.

Both semesters.

Ponstein. Credit, two hours.

12. CHRIST IN THE GOSPELS.

The purpose of this course is to analyze the person and work of Jesus Christ as presented in the gospel records.

Both semesters.

Ponstein. Credit, two hours.

31. THE APOSTOLIC AGE.

A study of the founding and expansion of the early Christian Church, with a discussion of its problems and their relevance to the church today.

Both semesters.

Ponstein. Credit, two hours.

51. OLD TESTAMENT HISTORY.

The primary aim of this course is to acquaint the student with the history and basic religious concepts of the Old Testament record.

Both semesters.

Voogd. Credit, two hours.

61. MODERN RELIGIOUS MOVEMENTS.

A study of the history and teachings of such religious movements as Mormonism, Spiritism, Christian Science, Jehovah's Witnesses, etc. Alternate years, 1954-1955.

First semester.

Ponstein. Credit, two hours.

62. NON-CHRISTIAN RELIGIONS.

A study is made of selected leading non-Christian religions including Mohammedanism, Confucianism, Hinduism and Buddhism. Attention is given to the historical development and doctrinal emphases of these faiths and their relation to Christianity. Alternate years, 1954-1955.

Second semester.

Voogd. Credit, two hours.

63. HISTORY OF THE BIBLE.

Includes the study of such questions as How the Bible was Originally Written, Chief Sources of Our Biblical Text, Formation of the Canon of the Bible, and Translations of the Bible into English. Alternate years, 1954-1955.

First semester.

Voogd. Credit, two hours.

64. THE HEBREW PROPHETS.

A study of the messages of the Hebrew prophets in their historical setting and their relevance to the present time. Alternate years, 1954-1955.

Second semester.

Ponstein. Credit, two hours.

71. THE PHILOSOPHY OF THE CHRISTIAN RELIGION.

A study of the Christian conception of the nature of God, of man and of the world, including a consideration of the relation of the natural to the supernatural, the significance of revelation, and the person of Jesus Christ. Required senior year.

Both semesters.

Voogd. Credit, three hours.

76. HISTORY OF THE REFORMED CHURCH.

Upon the background of the Protestant Reformation, this course traces the origins and developments of the Reformed Church in America. Alternate years, 1953-1954.

Second semester.

Ponstein. Credit, two hours.

78. HISTORY OF RELIGION IN AMERICA.

A study of the history of the various religious movements in our own country, from colonial times to the present day. Alternate years, 1953-1954.

First semester.

Ponstein. Credit, three hours.

81. ARCHAEOLOGY AND THE BIBLE.

In this course archaeological discoveries are studied with special reference to material corroborative of the Biblical narratives. Alternate years, 1953-1954.

Second semester.

Voogd. Credit, three hours.

83. INTERTESTAMENTARY HISTORY.

This course will cover the period from the end of the Babylonian exile of the Hebrew people to the Roman period and the birth of Christ. It treats the history of the Persian, Alexandrian and Roman empires, and the Maccabean era of Jewish independence, as they relate to Biblical history. Alternate years, 1953-1954.

First semester.

Voogd. Credit, two hours.

Religious Education

Mr. Hilmert

The courses in Religious Education are designed primarily to train young people of purpose and consecration to fit themselves for lay positions in the church.

MAJOR: A major in Religious Education aims at preparing students to become directors of Religious Education, directors of music and vacation church schools, church secretaries, or leaders in home or foreign missions. A minimum of twenty-five semester hours of specified courses in Religious Education and allied fields

is required, including Religious Education 12, 31, 32, 51, 53, 54, 55, and 61. Certain courses in Psychology and Sociology may apply toward the major, and some work in both of these departments is required. The major should consult the chairman of the department on this matter, and on the working out of his schedule. For a suggested program, see pages 110-111.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree; may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

12. PRINCIPLES OF RELIGIOUS EDUCATION.

A study of what is meant by teaching religion, whether in home, church, or school, and an inquiry into the principles and procedures involved in making religion vital and effective in the life of various age groups.

Both semesters.

Credit, two hours.

31. THE RELIGIOUS EDUCATION OF CHILDREN.

The religious nature and needs of the child, the objectives in the religious training of children, and the materials and methods for attaining these objectives. Prerequisite: Psychology 33.

First semester.

Credit, three hours.

32. THE RELIGIOUS EDUCATION OF ADOLESCENTS.

A study of the materials and methods used for the Christian training of children twelve years old and upward, as well as the underlying principles to be considered in such training. Not only Sunday School work, but work with youth organizations will be considered. Prerequisite: Psychology 33.

Second semester.

Credit, three hours.

51. THE ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION.

A study of the necessary organization, supervision, and administration for carrying out effectively the church's program for the Christian training of its children and youth.

Second semester.

Credit, three hours.

53. THE CHURCH'S MISSIONARY ENTERPRISE.

The home and foreign missionary work of the church, its history, problems, and present situation. Special attention will be given to the missions of the Reformed Church in America.

Second semester.

Credit, two hours.

54. PERSONAL EVANGELISM.

Principles to be observed and methods used in personal evangelism or in visiting of sick and disheartened individuals, using the teaching experience of the Christian church and the results of psychological study. Prerequisite: Psychology 33.

First semester.

Credit, two hours.

55. THE CHURCH'S WORSHIP.

A course dealing with the importance of worship in all the areas of the church's work, the nature and essential elements of worship, together with considerable planning of suitable programs for various groups.

First semester.

Credit, two hours.

56. RECREATIONAL LEADERSHIP.

Same as Physical Education 54. (Community Recreation).

Second semester.

Credit, two hours.

61. GROUP LEADERSHIP.

A study of the dynamics underlying member-participation and the role of the leader in small groups, with special application to church organizations.

First semester.

Credit, two hours.

Secretarial Education

Secretarial courses, offered in combination with required courses and courses in other subjects, are designated to train young people for (1) secretarial work in business, church, and social organizations; (2) teaching of commercial subjects in secondary schools.

Students interested in this program should plan a major in some other field, such as English, Economics or Business Administration, Religious Education, Spanish, or Social Studies. Candidates for public school teaching must also complete the stated courses in Education for proper teaching certification. Students entering this program are expected to have attained elementary skill in typing and shorthand. If they have not, courses in Elementary Typing and Shorthand may be taken at the Holland Business Institute, but these courses shall not count as credit toward the B.A. degree. See below, page 120, for a suggested program.

31, 32. ADVANCED TYPEWRITING.

Prerequisite: Minimum speed of 45 words per minute is required for entrance. Class meets four hours per week throughout the school year. Minimum speed 65 words per minute.

Throughout the year.

Credit per semester, two hours.

33, 34. ADVANCED STENOGRAPHY.

Prerequisite: Minimum dictation speed of 80 words per minute is required for entrance. Three class hours per week throughout the school year. Minimum requirement is ability to take dictation at 110 words per minute.

Throughout the year.

Credit per semester, three hours.

BUSINESS ENGLISH. See English 51, 52.

ACCOUNTING. See Business Administration 31, 32, 65, 66.

Sociology

*Mr. Vanderham, chmn., (on leave); Mrs. Hadden,
Mr. Hinga, Mr. Van Putten*

Sociology is the study of men in social relationship. To understand social organization is a step toward adjustment of social disorganization, which is so prevalent in our modern world. Every person as a member of a social group can find in sociology a point of departure for understanding of and adjustment to a dynamic, demanding society.

MAJOR: A major in sociology requires a minimum of 25 hours of courses in the department. The course sequence must be approved by the department advisor.

Those interested in Social Work who plan to attend graduate school should consult the suggested program found on page 121, and in addition should contact the field advisor listed on page 107 for specific recommendations regarding special interests.

31. INTRODUCTORY SOCIOLOGY.

An explanation of the fundamental facts and principles concerning American society, as well as a study of the methods and results of the control of man's social tendencies. A preparation for later sociology courses.

Both semesters. Van Putten, Vanderham. Credit, three hours.

32. SOCIAL PROBLEMS.

Attention is centered on social expressions of maladjustment with a view to their amelioration or solution. Problems studied include poverty, crime, race, population, immigration and family disorganization. Prerequisite: Sociology 31.

Both semesters. Hinga. Credit, three hours.

41. INTRODUCTION TO ANTHROPOLOGY.

A study of the characteristics of primitive societies—the organization of the life and thought of these peoples. The applications of anthropology in modern life.

First semester. Van Putten. Credit, three hours.

51. HISTORY OF SOCIAL THOUGHT.

A study of the gradual development of social theory through the centuries, including the rise of academic sociology. Prerequisite: Sociology 31. Alternate years, 1954-1955.

First semester. Vanderham. Credit, three hours.

53. RURAL SOCIOLOGY.

A consideration of the special group-life problems of the rural area. Prerequisite: Sociology 31. Alternate years, 1954-1955.

First semester. Vanderham. Credit, two hours.

54. URBAN SOCIOLOGY.

A study of the various relationships between groups within the city, considering such problems of city life as city planning, housing, sanitation and recreation. Prerequisite: Sociology 31. Alternate years, 1954-1955.

Second semester. Vanderham. Credit, two hours.

55. POVERTY AND DEPENDENCY.

An intensive study of some of the causes and effects of poverty on society and the individual. Some historical attempts as well as present day efforts to alleviate dependency are considered. The interrelation of this social problem with other current problems of the day is a part of the study. Prerequisite: Sociology 31. Alternate years, 1953-1954.

First semester.

Vanderham. Credit, two hours.

58. THE FIELD OF SOCIAL WORK.

A survey of the Field of Social Work as a whole for preprofessional students of social work and allied fields—ministry, medicine, teaching, law. Analysis of social work philosophy, social work practice, and job requirements. Illustrations from each field to be presented and interpreted by an active practitioner in the field. Occasional field observation trips constitute an integral part of the course. Prerequisite: Sociology 31.

First semester.

Hadden. Credit, two hours.

71. INTRODUCTION TO SOCIAL CASE WORK.

An orientation course in case work introducing methods of giving services to individuals through social agencies. Analysis of Federal, State, and Local Welfare structure, finance and personnel to be included. Also field observations in Ottawa County Bureau of Social Aid for a limited number of students. A Civil Service Examination may constitute the final examination. Prerequisites: Sociology 31 and 58.

Second semester.

Hadden. Credit, two hours.

72. THE FAMILY AND MARRIAGE RELATIONS.

A systematic and practical exposition on the problems of courtship, child guidance and domestic discord, stressing the importance of proper marital relationship in the life of the individual as well as to society in general. Sociology majors taking this course for credit will be required to write a paper. Open to seniors only.

Second semester.

Van Putten, Vanderham. Credit, two hours.

73. CRIMINOLOGY.

A study of the nature and the causes of crime and of the methods of dealing with adult and juvenile offenders. Prerequisite: Sociology 31, and consent of instructor. Alternate years, 1953-1954.

First semester.

Van Putten, Vanderham. Credit, two hours.

91. COMMUNITY RESEARCH.

A course designed to introduce Sociology majors to some basic research techniques as they apply in some area of community interaction. Prerequisites: senior standing and consent of instructor.

Second semester.

Van Putten, Vanderham. Credit, two hours.

Spanish

Mr. Brown, chmn.; Mrs. Prins

A general statement of the aims and recommendations of the modern Foreign Languages is found on page 77.

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50)

will be accepted toward a major. To secure a composite major the student must elect a minimum of nine hours of advanced study (courses numbered above 50) in one language and five in the other.

Students who desire to teach the language should consult with their major professor in regard to the courses and hours required.

11, 12. ELEMENTARY SPANISH.

A first year course in the essentials of pronunciation and grammar; graded reading of modern Spanish texts; aural and oral practice. For students with no previous study of Spanish.

Throughout the year.

Prins. Credit per semester, four hours.

31, 32. INTERMEDIATE SPANISH.

The purpose of the course is to teach the student to express himself in Spanish, both written and oral. Grammar review, free composition, and study of idioms and vocabulary all contribute to this end. Reading assignments are used as a basis of conversational practice and progressively more oral Spanish is used in the classroom until by mid second semester, the course is conducted entirely in Spanish. Students are encouraged to do extensive outside reading. Prerequisite: Spanish 11, 12, or two years of high school Spanish.

Throughout the year.

Brown. Credit per semester, four hours.

51. GOLDEN AGE SHORT STORY.

Reading of the *Celestina*, the short stories of Cervantes, and other short prose fiction of the Golden Age. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1954-1955.

First semester.

Brown. Credit, three hours.

52. GOLDEN AGE DRAMA.

Extensive readings and class discussions of the theatre of Lope de Vega, Tirso de Molina, Alcarcon, Calderon, and others. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1954-1955.

Second semester.

Brown. Credit, three hours.

53. SPANISH CONVERSATION AND COMPOSITION.

Intensive practice in speaking and writing Spanish designed to train the student to express himself freely and adequately in the language. Free composition. Presentation of original skits to dramatize real life situations. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor.

First semester.

Brown. Credit, two hours.

54. COMMERCIAL SPANISH.

Practical exercises in commercial letter writing and in the proper use of commercial and industrial terminology as related to business between the Americas. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of instructor. Offered 1953-1954.

Second semester.

Brown. Credit, two hours.

55. HISPANIC CIVILIZATION.

An attempt to explain the development of Hispanic culture in both the Old and New Worlds. Historical and geographical backgrounds will be studied as well as some works of literature in translation. Especial emphasis will be placed on explaining the many differing societies to be found in present-day

Latin-America. No knowledge of Spanish is necessary. Course open to all students. Given every third year, 1955-1956.

Second semester.

Brown. Credit, three hours.

56. SPANISH-AMERICAN NOVEL.

From the gaucho novel of Argentina to the novel of the Mexican revolution, the diversity of life in the many Spanish-speaking states is revealed. Literary movements are traced from the romanticism of Jorge Isaacs to the naturalism of Manuel Galvez and on to the americanismo of contemporary writers. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1953-1954.

Second semester.

Brown. Credit, four hours.

57. BRAZILIAN PORTUGUESE.

A course in the language of Brazil designed for students who already know Spanish. Due to linguistic similarities, those who know Spanish can learn Portuguese easily and rapidly. Course begins with the elements of grammar and continues to include extensive reading and free composition. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1954-1955.

First semester.

Brown. Credit, four hours.

58. BRAZILIAN LITERATURE.

A study of the literature of Portuguese America with emphasis upon the modern novel. Readings will be selected to show the diverse factors of life in the far-flung regions of this half of South America. Course will begin with the classic realism of Machado de Assis, study the accomplished naturalism of Aluizio Azevedo and terminate with writers of the contemporary scene, such as Jorge Amado, Jose Lins do Rego, and Erico Verissimo. Every third year, 1954-1955.

Second semester.

Brown. Credit, four hours.

61. NINETEENTH CENTURY SPANISH NOVEL.

Reading of a few of the Spanish romantics, followed by a study of the development of the realistic and naturalistic novel in the latter part of the century. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1953-1954.

First semester.

Brown. Credit, three hours.

62. CERVANTES AND HIS AGE.

A study of Cervantes' artistic creation and relation to the culture of the sixteenth century. Reading of the entire *Don Quijote* in class. Supplementary readings in other Golden Age writings. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1953-1954.

First semester.

Brown. Credit, three hours.

71. SURVEY OF SPANISH-AMERICAN LITERATURE.

A survey of Spanish-American poetry and prose, exclusive of the novel, from the time of the conquest to the present day. Special study of the *modernista* and contemporary poets. Prerequisite: Spanish 31, 32 or permission of the instructor. Every third year, 1952-1953.

First semester.

Brown. Credit, three hours.

✓ 72. CONTEMPORARY SPANISH NOVEL.

A continuation of course number 61 tracing the development of the novel into the twentieth century and the "generation of '98". Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, 1953-1954.

Second semester.

Brown. Credit, two hours.

75. TOUR OF MEXICO.

A 25 day automobile trip to Mexico and back is offered students of Spanish at nominal expense generally between the end of the Summer Session and the opening of the Fall Session. Points of interest around Mexico City are visited and ample opportunity for conversational practice is afforded. The tour is conducted by a member of the department and provides opportunity for group discussion, reports, and evaluations such as will integrate the study of the language with the culture under observation. While the minimum length of the Tour of Mexico is 25 days, it may on occasion be extended so that other courses in the department may be taught in Mexico. Prerequisite: Spanish 31, 32. Alternate years, 1954.

Summer.

Brown. Credit, two hours.

76. MEXICAN LITERATURE.

A short survey of Mexican literature including selected works of the outstanding poets and novelists from colonial times to the present. Alternate years, offered on Tour of Mexico 1954.

Summer.

Brown. Credit, two hours.

81. GALDOS AND HIS AGE.

A study of nineteenth century Spain as reflected in the century's greatest author, Galdos. Several of his *Episodios Nacionales* will be read as well as some contemporary novels and a play. Conducted in Spanish. Prerequisite: Spanish 31, 32 or permission of the instructor. Alternate years, taught on European Tour 1953.

Summer.

Brown. Credit, three hours.

85. EUROPEAN TOUR.

See above under Modern Languages, page 77 for description of this course.

Summer.

Credit, two or four hours.

TEACHING OF MODERN LANGUAGES.

See Education 85.

Speech

*Mr. Schrier, chmn.; Miss Harton (on leave),
Mr. Ponstein, Miss Van Hartsma*

Courses in Speech may be compared to a tuning-fork, the handle represented by the basic courses 11 and 34, and the two prongs by courses in the so-called self-expressive and interpretive phases of speech. Anyone majoring in Speech is expected to acquire proficiency in both of the latter fields. A major in Speech consists of twenty-two semester hours in addition to Speech 11, and should include courses 34, 37, 38, 41, 51, 53, 59, and either 54, or 63 or 73.

11. FUNDAMENTALS OF SPEECH.

Theory and practice of public speaking, with major emphasis upon delivery and bodily action, and the attainment of the objectives of confidence and contact. Required of all freshmen. Speech 11 is a prerequisite to all other courses in speech.

Both semesters.

Staff. Credit, two hours.

34. PUBLIC SPEAKING.

Intended as a logical continuation of 11. Continued stress upon delivery with major emphasis upon voice control, and also introductory to the fields of interpretation and speech composition. Prerequisite: Speech 11.

Second semester.

Schrier. Credit, two hours.

37. INTERPRETATION.

The reading of prose and poetry from the book and from memory. Development of intellectual and emotional understanding of material read, and practice on the techniques of expression. Prerequisite: Speech 11.

First semester.

Van Haisma. Credit, two hours.

38. INTERPRETATION.

Continuation of 37 with emphasis on preparation for public performance. Superior students will be given opportunity to read to audiences other than the class audience. Prerequisite: 37.

Second semester.

Van Haisma. Credit, two hours.

41. FUNDAMENTALS OF DRAMA.

A survey of drama structure and types and of Theatre History. Prerequisite to Speech 59 and Speech 61.

First semester.

Van Haisma. Credit, two hours.

51. ARGUMENTATION AND DEBATE.

The underlying principles of debating and discussion are studied. Classroom debates upon current topics. Briefing, techniques of securing conviction studied and applied. Conduct of meetings and parliamentary procedure.

Second semester.

Ponstein. Credit, three hours.

53. PERSUASION.

An advanced speech course with major emphasis upon speech composition and audience psychology; discussions on collecting and preserving material, organization and adaption of speeches; study of the impelling motives and factors of attention; group and crowd behavior. Required for pre-seminary students. Prerequisite: 34 or 37.

First semester.

Schrier. Credit, three hours.

54. FORMS OF PUBLIC ADDRESS.

A study of some of the leading forms of public address such as courtesy and goodwill speeches, the legal speech, the radio speech, after-dinner speeches, the political speech, the commencement speech, and lecture. Analysis of models. Prerequisite: Speech 53.

Second semester.

Schrier. Credit, three hours.

55, 56. DEBATE SEMINAR.

An intensive study of one or two questions used in intercollegiate debates for the year. Library research, preparation of briefs, and much practice in speaking. Prerequisite: Speech 51 and one year on college debate squad.

Throughout the year.

Credit per semester, two hours.

59. THEATRE PRODUCTION I.

A survey course in staging, stage lighting, costuming, make-up and business. Prerequisite: Fundamentals of Drama—Speech 41.

Second semester.

Van Haisma. Credit, three hours.

63. THEATRE PRODUCTION II.

A course in acting and directing. Prerequisite: Fundamentals of Drama — Speech 41.

Second semester.

Van Haitsma. Credit, three hours.

71. ORATORY.

Preparation in the research, composition, and delivery of orations for the local and intercollegiate oratorical contests sponsored by the college. Prerequisite: permission of instructor.

First semester.

Schrier. Credit, one or two hours.

73. PUBLIC RECITAL.

A course in the planning and presentation of public recitals, designed for advanced students of Interpretation. Credit given only after satisfactory public performances. Prerequisite: 38. Given on demand.

First semester.

Van Haitsma. Credit, two hours.

75. DRAMA SEMINAR.

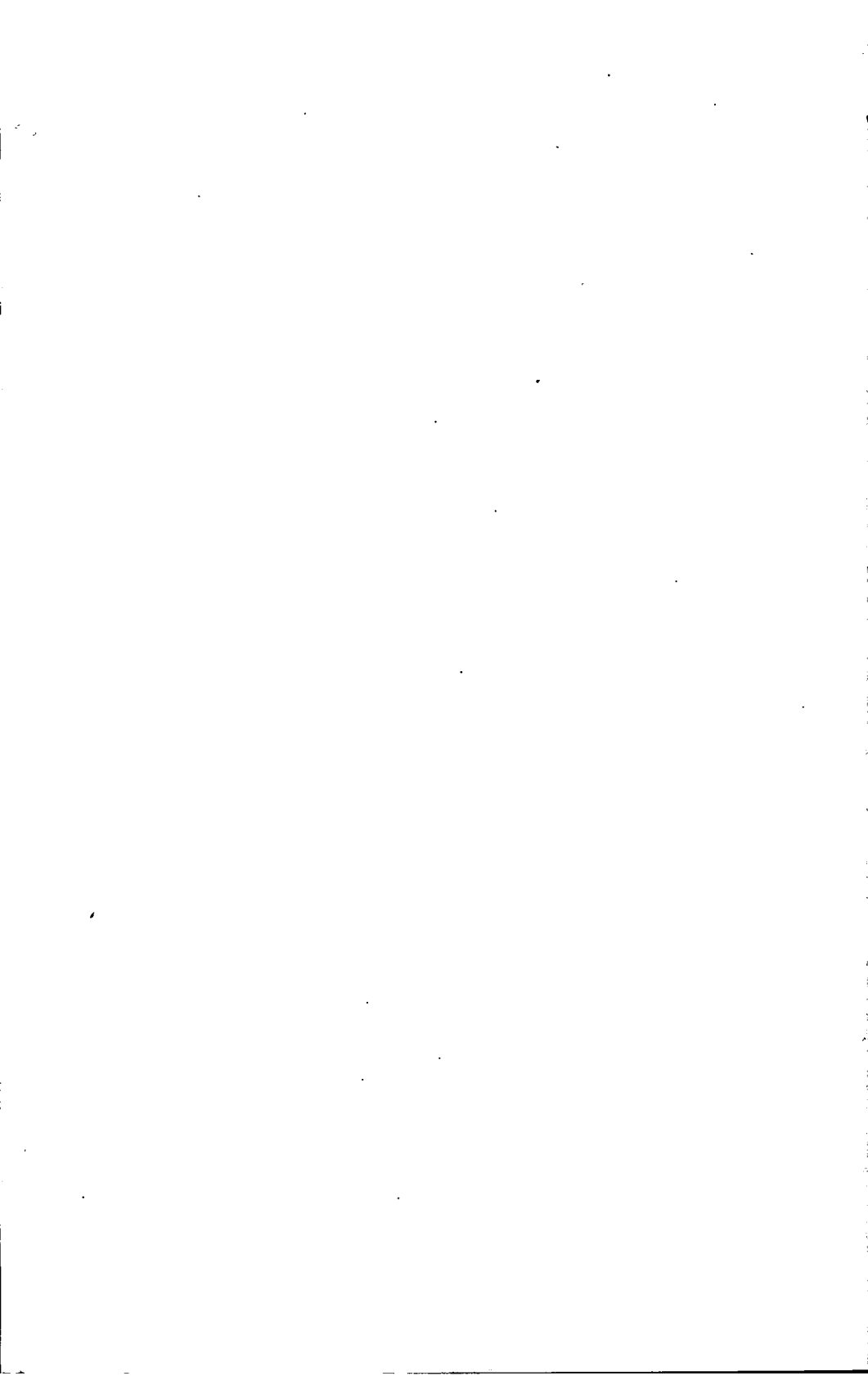
The seminar gives opportunities to those students who wish to study more intensively certain fields of drama, such as: Dramatic Literature, Scenic Design, Costume Design and Construction, Stage Lighting, and Directing. Prerequisites: Speech 41, 59 and 62.

Either semester.

Van Haitsma. Credit, two hours.

Part Four

PROGRAMS of
STUDY



Suggested Programs of Study

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out his undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Vocational Advisors

Business and Economics —
Mr. Yntema, Mr. Weller
Chemistry (Industrial and
Research) — Mr. Van Zyl
Christian Ministry —
Mr. Voogd, Mr. Ponstein
Church Work — Mr. Hilmert
Dentistry — Mr. Kleinheksel
Diplomatic and Government
Service — Mr. Van Putten,
Mr. Vanderbush
Engineering — Mr. Folkert
Forestry — Mr. Thompson
Home and Family Living —
Miss Reeverts
Journalism — Mr. Brand

Law — Mr. Schrier
Librarianship — Miss Singleton
Medicine — Mr. Van Zyl
Medical Technology —
Mr. Thompson
Music — Mr. Cavanaugh
Nursing — Miss Spoelstra
Secretarial Service —
Mr. Hollenbach
Social Work — Mr. Vanderham
Teaching
Elementary School —
Mr. Ver Beek
Secondary School —
Mr. Vander Borgh
College — Mr. Wolters or
department chairman

Normal College Program — First Two Years

In general the first two years of college are devoted primarily to exploration of the various fields of study, as indicated by the all-college requirements. The normal pattern of courses for the freshman and sophomore years is indicated here. For certain pre-professional or professional programs, this pattern may need to be modified.

Freshman Year

Subject	Semester Hours	
	1st	2nd
English 11, 12	3	3
Bible 11, Speech 11	2	2
Math or Science (courses num- bered below 30)	3-4	3-4
Foreign Language 11, 12 or 31, 32	4	4
Physical Education	R	R
Electives (from courses num- bered below 30)	2-3	2-3
	<u>15-16</u>	<u>15-16</u>

Students planning on majoring in Business Administration or Music, or Preparing for Engineering, Forestry, Medicine, Nursing, or Elementary Teaching should consult the special curricular programs suggested on page 53.

Sophomore Year

Subject	Semester Hours	
	1st	2nd
English 31, 32	3	3
Bible 31 (1st or 2nd sem.)	2	
Psychology 31 or 33 1st or 2nd sem.)		3
Foreign Language 31, 32 (for those who took 11, 12 in Freshman year)	4	4
Electives (from courses numbered below 50)	7	6
	<u>16</u>	<u>16</u>

By the end of the Sophomore year Group II requirement should be completed. Recommended courses for fulfilling this requirement: History 13, 14; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 11; Philosophy 15.

During the Sophomore year, student should take at least one year-course in the field in which he is planning to major.

Business and Economics

For students interested in a general business course, the normal pattern for the first two years should be followed, with these important recommendations. In the Freshman year, the student should elect mathematics (either 13, 14 or 11, 15) for the partial fulfillment of his science requirement. In the Sophomore year he should elect both Principles of Economics (Economics 31, 32) and Principles of Accounting (Business Administration 31, 32).

The work of the Junior and Senior year should contain a broad base of courses in the fields of Economics and Business Administration. Recommended for the Junior year are:

Bus. Ad.	53	— Production Management
Bus. Ad.	54	— Business Law
Bus. Ad.	61, 62	— Marketing
Economics	52	— Labor Economics
Math.	35	— Introduction to Statistics
Economics	62	— Economic Statistics
English	51	— Business English

Recommended for the Senior year are:

Bus. Ad.	72	— Finance Principles
Economics	51	— Money and Banking
Bus. Ad.	73	— Personnel Administration

This program permits a block of electives for the student who wishes to follow some special interest. They should be chosen with the approval of the chairman of the department.

The suggested curriculum for students majoring in Economics is the same in the freshman and sophomore years as that proposed for business majors above. Recommended for the Junior year are Economics 51, 52, 62, Mathematics 35 and Sociology 31; for the senior year, Economics 71, 76 and either 72 or 74.

Chemistry

The following schedule should be adhered to as closely as possible by students who plan to specialize in chemistry in the graduate school or industrial chemistry position.

Freshman Year

Subject	Semester Hours	
	1st	2nd
Chemistry 11, 12, or 13, 14	4	4
English 11, 12	3	3
German 11, 12	4	4
Mathematics 13, 14 or 15	3	
Mathematics 16		4
Bible 11 and Speech 11	2	2
Physical Education	R	R
	<hr/> 16	<hr/> 17

Sophomore Year

Subject	Semester Hours	
	1st	2nd
Chemistry 31, 32	4	4
German 31, 32	4	4
Mathematics 31		4
Physics 31, 32	5	5
Bible 31	2	
	<hr/> 15	<hr/> 17

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Chemistry 51, 52	5	5	Chemistry 71, 72	3	3
Chemistry 61	3		Chemistry 73, 74	1 or 2	1 or 2
Chemistry 76		1	Chemistry 62		3
English 31, 32	3	3	Chemistry 75	1	
Bible 51	2		Chemistry 81	2 or 3	
Psychology 31 or 33	3		Bible 71		3
Mathematics 54		4	Elective	7-9	5-6
Elective		3			
	16	16		16	16

Electives should include six hours of social studies to fulfill requirements for graduation. Students pursuing this program are fulfilling the minimum standards for the bachelor's degree program with a major in Chemistry as set up by the American Chemical Society Committee on the Professional Training of Chemists.

Students specializing in chemistry should consult with the head of the department regarding requirements in mathematics and physics.

Christian Ministry

Students who intend to enter the gospel ministry should elect a four year general liberal arts program with a major in a chosen field. While graduate schools in theology do not recommend any one specific area for undergraduate concentration, the following are suggested for special consideration: philosophy, psychology, history, English or sociology. Two years of Greek language study is recommended for all pre-seminary students.

Among the courses elected by the student, apart from his major field of interest and the general college requirements, there should be included advanced courses in literature, philosophy, speech and psychology. The following specific courses are especially recommended:

History of Philosophy courses (Philosophy 33, 34, 55, 56)
 Persuasion (Speech 53)
 Advanced Composition (English 53)
 Ancient and Medieval History (History 51, 52, 70)
 Music of the Church (Music 77)

Church Work

There are many positions for lay workers in the church that require a sound college educational program. The need for directors of religious education, directors of music, directors and teachers of

week-day schools of religion, church secretaries, and lay leaders in home and foreign missions is growing.

For students wishing to prepare for one of these positions, the following program leading to a B. A. degree with a major in Religious Education is suggested. A minimum of twenty-five hours of specified courses in Religious Education and allied fields is required. In addition to the courses listed under the Religious Education Department, the program for a major in Religious education should follow the normal pattern in the freshman-sophomore years, with the following recommendations. In the freshman year the student should include Religious Education 12 (Principles). In the sophomore year, he should elect Sociology 31, Psychology 33 rather than 31, and also the courses in Child Development and Adolescent Development (Psychology 36, 38).

In the junior and senior years he should concentrate on his major field. The following courses are imperative:

Religious Education 31, 32, 51, 53, 54, 55, 62, and 71
Religion and Bible 64 (Hebrew Prophets)
Education 52 (Educational Psychology)
Music 77 (Music of the Church)

In filling in his electives the student should consider his special interest and direction. In his first two years, he is encouraged to take courses in Speech (34, 37, 41) in Secretarial Education (31, 32, 33), and in Applied Music. In his last two years, he would find additional courses in Religion, Music and Speech of real value.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

Dentistry

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a

three-or-four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

Students who plan to attend Hope College only two years for pre-dental study should consult with the pre-dental advisor.

Diplomatic and Government Service

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should become proficient in at least one language and should seek as broad a knowledge as possible in history, economics, political science and English.

The major should be in History and Political Science or in Economics. The basic courses in each of these fields should be taken in the freshman and sophomore years, if possible, and should include History 13, 14, 33, 34; Political Science 11 or 41 and 42; Economics 31, 32; and Business Administration 31, 32.

Engineering

Students interested in a pre-engineering course should have completed in high school the following: three semesters of Algebra, three semesters of Geometry (Plane and Solid), and two years of a foreign language. Any deficiencies in the above should be completed as early as possible. Assuming the above complete, the suggested program is as follows:

Four Year Pre-Engineering Course with A.B.

Freshman Year

Subject	Semester Hours	
	1st	2nd
English 11, 12	3	3
Speech 11	2	
Bible 11		2
Math. 13, 14	3	3
Chemistry 11 or 13	4	
Chemistry 12 or 14		4
Foreign Language	4	4
	<hr/> 16	<hr/> 16

Sophomore Year

Subject	Semester Hours	
	1st	2nd
English 31, 32	3	3
Math. 16	4	
Math. 31		4
Bible 31	2	
Psychology 31 or 33		3
Economics 31, 32	3	3
Electives	4	3
	<hr/> 16	<hr/> 16

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Math. 51, 52	4	2	Math. 61	3	
Physics 31, 32	5	5	Math. 42		2
Chemistry 31, 32	4	4	Physics 61	3	
Math. 21	3		Physics 71		4
Math. 41		3	Bible 71	3	
Bible 51		2	Sociology 31		3
			Math. 53		2
	16	16	Electives*	7	5
				16	16

*Electives (Math. 34, 53, Physics 11, 51, 72, Chemistry 51, 52, English 51, 52, 55, 56, Philosophy 15).

The above course could be modified somewhat if the student has decided which phase of engineering he plans to engage in.

Students may secure junior standing in most schools of engineering by satisfactorily completing a two-year, or three-year pre-engineering program. The following two-year program is suggested:

Two-Year Pre-Engineering Course

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	Math. 31	4	
Math. 15, 16	4	4	Math. 51		4
Chemistry 11 or 13	4		Physics 31, 32	5	5
Chemistry 12 or 14		4	Bible 31	2	
Bible 11	2		Psychology 31 or 33		3
Speech 11		2	Economics 31, 32	3	3
Math. 21	3		English 31	3	
Math. 41		3	Math. 42 or 53		2
	16	16		17	17

The particular engineering school which the student plans to enter may have special entrance requirements. The student should make these plans with his counselor.

Forestry

The following two-year pre-forestry course is fully approved by the University of Michigan and Michigan State College. Successful completion of it will enable the student to transfer to a Forestry School for a degree in forestry. A three-year program is also available to students desiring a more complete pre-forestry training.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	Biology 22, 12	4	4
Bible 11 and Speech 11	2	2	Chemistry 11, 12	4	4
Biology 11, 21	4	4	Economics 31, 32	3	3
Mechanical Drawing 21	3		Psychology 31 or 33		3
Mathematics 15, 16	4	4	Bible 31	2	
Mathematics 42		2	Electives	3	2
Electives		1		16	16
Physical Education	R	R			
	16	16			

Home and Family Living

For many students one of the chief purposes of a college education is to help provide a foundation for establishing and maintaining a home and family. The home is a center of worship; it is an economic unit; it is an educational institution. It is the chief center of cultural and creative activity for most individuals. Furthermore it is a small community operating in successively larger communities of our modern society, both influencing that society and vitally affected by it. All the curricular offerings of a liberal arts college can help provide the basis for successful home and family living. Some of the courses, however, have more direct relevance for this end than others. One course in the curriculum, entitled "Family and Marriage Relations" (Sociology 72), is aimed directly at this function. Indicative of the courses that have such special pertinence are the following:

- A. For spiritual deepening: — courses in Religion and Bible, Philosophy, Literature, and Religious Education.
- B. For competency in household economics: — courses in Economics and in Mathematics (especially Mathematics of Business).
- C. For training as teacher-parents: — courses in Psychology (Child Development, Adolescent Development), Education (Philosophy of Education, Educational Psychology), and Religious Education.
- D. For cultural growth and aesthetic creativity: — courses in Art, Music, Literature, Creative Writing, and Dramatics and Oral Interpretation.
- E. For breadth of understanding of the social environment: — courses in Political Science, Sociology, Anthropology, History, Philosophy, Economics, and Literature.

- F. For intelligent understanding of the human organism and the principles of health:—courses in Biology (especially Physiologic Hygiene), and Psychology.

Many women students recognize a need for dual preparation: first, for immediate but temporary employment, and secondly, for the more permanent vocation of directing the life in the home and family. These students will undoubtedly select a major program which will help them meet their immediate vocational responsibility, but in the rounding out of their total curricular experience they should choose wisely and broadly from the fields listed above.

For the student who wishes to focus her college preparation around the vocation of the home, the following program is suggested.

1. Area of concentration, normally from the field of the Social studies.
2. Several courses aimed at aesthetic creativity to be taken from the areas of Art, Applied Music, Speech Interpretation or Dramatics, and Creative Writing.
3. Several courses in the fields of Education or Religious Education.
4. Biology 11 and 34. (These courses may be used to complete the science requirement for graduation.)
5. Six semester hours of courses in the humanities beyond the all-college requirement. (Courses recommended are those in Philosophy, Religion, Literature—either in English or a foreign language—and Music or Art Appreciation.)

Journalism

Because of the great variety of vocations in journalism, Hope College does not attempt to train the student specifically in the many diversified aspects of the field. News reporting, advertising, radio script writing, and other specialty writing have their particular techniques. However, skill with the written word and a broad knowledge are fundamental to success in any vocation in the field of journalism. Interested students are advised, therefore, to enroll in all the relevant writing courses offered: Advanced composition, creative writing, fundamentals of journalism, and problems in journalism.

In addition, a broad study of the social sciences is highly recommended. A number of positions on the campus periodicals, the Hope College ANCHOR, the MILESTONE, and the OPUS, provide practical experience in editorial work.

Law

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history are essential. Secondly, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment — physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific preprofessional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Practically speaking, then, the pre-law student would do well to choose as his area of concentration the social studies — economics, political science, or history. He should take a number of courses in writing and speaking. (Speech 11, 34, 51, and 53 are especially significant.) Finally, he should range widely in the arts and sciences.

A two-year pre-legal curriculum, successfully completed, will enable a student to enter some law schools. Increasingly, however, law schools are urging or requiring a student to complete a four-year pre-law program.

Librarianship

Professional library schools require a bachelor's degree for admission, and all library schools stress a basic preparation of four years in a liberal arts college to ensure a well-rounded general education. Practical experience in a library is highly desirable as a prerequisite, but library schools advise against library science courses at the under-graduate level. Highly recommended for under-graduate preparation for librarianship are: a wide knowledge of literature, including American, English and World literature; a reading knowledge of two modern languages; courses in sociology, political science, and psychology; survey courses in science.

Recent demands of the library profession for trained personnel would indicate that opportunities for types of service are almost unlimited but that the number of trained librarians is very limited. Positions in many types of libraries are open to library school grad-

uates. Public, college and university, school, and special libraries offer a variety which make it possible to select the kind of work most congenial and best suited to the ability of the person. Students who wish to specialize in school library work should take the education courses required by the state accrediting agencies for teacher's certificates. Special librarianship calls for a rich background in the subject of particular interest.

Medical Technology

Most approved schools of Medical Technology now require a four year college education with an A.B. or B.S. degree for entrance. According to the standards for medical technologists of the American Society of Clinical Pathologists, this undergraduate preparation must include a minimum of 12 semester hours in the broad field of biology and 9 semester hours in chemistry, including inorganic and either quantitative analysis or organic chemistry. In addition, a course in bacteriology and courses in physics and general mathematics are highly recommended.

In line with these basic requirements, students interested in entering this field should plan to major either in biology or chemistry. He should consult the special advisor for a more complete outline of his program.

Medicine

The following four-year pre-medical curriculum has been made available to pre-medical students at Hope College for some time. It meets the most rigid requirements of medical schools.

Freshman Year

Subject	Semester	Hours
	1st	2nd
English 11, 12	3	3
Bible and Speech 11	2	2
Foreign Language	4	4
Mathematics 13, 14	3	3
Chemistry 11, 12	4	4
Physical Education	R	R
	<hr/>	<hr/>
	16	16

Sophomore Year

Subject	Semester	Hours
	1st	2nd
Chemistry 31, 32	4	4
English 31, 32	3	3
Foreign Language	4	4
Biology 11, 12	4	4
Bible 31		2
	<hr/>	<hr/>
	15	17

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Physics 31, 32	5	5	Chemistry 51, 52 or		
Bible 51	2		Biology 53, 55,		
Biology 31, 32, 55, 63			64, 72	5	5
or Chemistry 51, 52	5	5	Bible 71		3
Social Science		3	Sociology 31, 32	3	3
Psychology 31 or 33	3		Electives	8	5
Electives	1	3			
	<hr/>	<hr/>		<hr/>	<hr/>
	16	16		16	16

A student may give preference to biology instead of chemistry in the Freshman year. Desirable electives include philosophy, history, art, music, and a second foreign language.

Students who expect to transfer to a medical school at the end of the Junior year should begin both chemistry and biology in the Freshman year.

The above program satisfies the requirements of practically all medical schools. Students should designate the medical school they wish to enter as soon as possible. Early designation of a medical school will enable them to prepare for the requirements of that school.

The college cooperates with the medical schools in giving the Aptitude Test required of all pre-medical students.

Music

Students who wish to turn their interest in music to vocational purposes have as their goal teaching, the concert stage, or church music directing. Three complete major programs have been established to prepare students for public school teaching: one for secondary school vocal teaching, one for secondary school instrumental teaching, and one for elementary school music teaching and supervising. These programs are outlined in detail under the Music Department description of courses. For those who wish to become performing artists, or directors, a major in applied music is provided, and is also described below. (See pages 78-79.)

Students wishing to major in music for any of these purposes need to follow a sequence of courses that extend through the four years. Consequently, it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the following course outline should be adhered to carefully during the first two years. The program for the last two years will be outlined by the department chairman in conference with the student.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Music 15, 16	4	4	Music 31, 32	3*	3*
Music Literature	2	2	Music Literature	2	
Applied Music	1	1	Applied Music	2	2
English 11, 12	3	3	English 31, 32	3	3
Language 11, 12	4	4	Language 31, 32	4	4
Bible 11	2		Psychology 31 or 33	3	
Speech		2	Bible 31		2
			Social Study		3
	16	16		17	17

*Omit in the elementary public school music major.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Students of good scholastic ability are advised, if finances permit, to complete their A. B. at Hope College—majoring in Biology—and then enter a nursing school which will grant them an M. S. in nursing science in addition to their nursing certificate. Instead of obtaining the A. B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A. B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

Some nursing schools in conjunction with neighboring universities have set up a program whereby, after two years of prescribed college courses, a student upon completion of the nursing course receives a B. S. in nursing in addition to her nursing certificate. Hope College, in almost every instance, offers courses prescribed by such nursing schools. Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program. The following two-year program is offered as a suggested curriculum for pre-nursing students.

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	2	English 31, 32	3	3
Bible 11, Speech 11	2	2	Chemistry 11, 12	4	4
Biology 11, 12	4	4	Psychology 31 or 33	3	
Foreign Language	4	4	Biology 34		4
Political Science 11	3		Bible	2	
Sociology 31		3	Electives*	4	5
	16	16		16	16

*If the student has not had foreign language in high school, intermediate language course is recommended. Also recommended, Physical Education 57 (Anatomy and Kinesiology), Biology 61 (Genetics and Eugenics).

Secretarial Service

The need for competent persons educated for responsible positions as secretaries in industrial and business organizations, colleges and schools, publishing houses, churches, scouting, Red Cross, and other service organizations is great. Such positions demand a great deal more than skill in typing, shorthand, and office practice. For all such positions a thorough command of both spoken and written English is essential. Further, a knowledge of the principles of psychology and skill in applied psychology are important. Finally, a broad background in the areas of social studies, literature, the arts, and the natural sciences is very helpful. A carefully planned program leading to a Bachelor of Arts degree is highly desirable for those who plan on a secretarial career.

For any four-year program, the courses in advanced typing and shorthand (Secretarial Education 31, 32, 33, 34), Business English (English 51, 52), Mathematics of Business (Mathematics 17), and Principles of Accounting (Business Administration 31, 32) are essential; and Industrial Psychology (Psychology 52) is important. These courses should be fitted into the student's program, supplementing the general college requirements and the area of major concentration.

Students planning on secretarial work in some area of social service (YMCA, Boy Scouts, Girl Scouts, Red Cross, Welfare Agency, etc.) should major in Sociology or Psychology. For church secretaries the Religious Education major should be elected. Those desiring secretarial positions in a college or public school should take a well rounded program with a major in a field of special interest. Prospective medical or dental secretaries should major in the sciences. For secretaries in government or diplomatic service a major in history or political science with additional work in sociology or economics and foreign language is advised. For secretaries in in-

dustrial or business organizations a major in economics and business administration or in social studies is recommended.

Social Work

Persons preparing themselves for some phase of social work can major in a great variety of fields. The important factor to remember is that introductory courses in all fields of the social sciences and Biology are required by nearly every graduate school of social work. It is strongly recommended that the following courses be included in a preparatory social work program.

Psychology 53, 54, 56
Sociology 31, 51, 58, and 71
Biology 11, 34, 61
Economics 31, 32
Political Science 11 or 41, and 42

The following courses offer additional foundation for graduate school preparation or job placement in the field of social work:

Psychology 58 and 61
Sociology 53, 54, 72, and 73
Speech 34 and 41
Physical Education 54

Specific field interests might suggest modification of the general outline as above presented. Interested students should contact the advisor for the field of social work for answers to specific questions or for general information.

Teaching — College

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Teaching — Secondary School

Students planning on entering secondary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirement for a major in one department or one of the special composite major programs designed for high school teachers in social studies and science. Inasmuch as teaching requirements vary in some of the states, students should consult with the Chair-

man of the college department of Education at least by their sophomore year.

In fulfilling the requirements for a secondary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A. B. degree at Hope College. (See above pages 40-41.)
2. Complete Psychology 31 or 33 before entering any course in the Department of Education.
3. Complete twenty hours of Education courses, which must include the following: Education 51, 52, 55, 56, 71, and 83.
4. Complete enough course work in three departments to fulfill the state requirements for a major and two minors. (In Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours.) Education may not be included among the majors and the minors.

Departments in which teaching majors and minors are normally secured include biology, chemistry, economics, English, French, German, history, Latin, mathematics, music, physics, Spanish, and speech. Students planning to major in one of these fields should study the statement of the department major requirements found under the description of courses, and consult with the departmental advisor to make certain that they understand not only the state certification requirements but also the college requirements for a major.

In order to fit the needs of a number of prospective teachers in the areas of the sciences and the social studies, two composite major programs have been designed to provide a broader base than is normally secured in a departmental major.

1. Major in General Science. Minimum of forty-three hours to be taken from Biology (11, 12, 21, 22), Chemistry (11, 12, 31 or 32, 51), Physics (31, 32). This program would be the minimum to enable students to qualify for teaching in these three fields of the sciences on the high school level. A student who is looking forward to continuing his work in graduate school in one of the sciences should, of course, take additional work in at least one of the science fields so that he would have a major in one.
2. Major in Social Studies. For the teaching major, two composite major programs have been approved in social studies. Since the secondary social studies teacher seldom has the opportunity of devoting his entire schedule to one special subject, prospective teachers are urged to take some work in each of the social studies. Furthermore, interpretation in any one field depends on grounding in many related social studies fields.

Plan A—Social Studies with History Core:

A core of 26 semester hours in history, including the basic

civilization course (13, 14), United States History (33, 34) and fourteen hours from advanced courses in three of the following fields: Europe, the Americas, Ancient and Medieval, the Far East, and International Relations and Current Problems.

In addition, six semester hours in each of the following areas: Economics, Sociology, and Political Science. Included in these 18 hours must be Political Science 11 or 41.

The composite major totals 44 semester hours.

Plan B—Social Studies with Non-History Core:

A core of 18 semester hours in either Political Science or Sociology or Economics, with courses as recommended by departmental advisor.

In addition, courses from the two social sciences not chosen as the core, amounting to 9 semester hours; and 18 semester hours of courses in History, including History 13, 14 (Civilization), 33, 34 (United States), and six hours in advanced work.

This composite major totals 45 semester hours.

Teaching — Elementary School

Students planning on entering elementary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a sound professional program, students should consult with the Director of the Elementary Teaching program as early in their college career as possible, preferably the Freshman year.

In fulfilling the requirements for elementary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A.B. degree at Hope College (See above pages 40-41.)
2. Complete Psychology 31 or 33 and Sociology 31 before entering any course in the Department of Education.
3. Complete Education 51, 52, 53, 54, and 81, and at least four of the following courses: Education 72, 75, 77, 78, 79, 80.
4. Complete enough course work in three departments to fulfill the state requirement for a major and two minors (in Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours); or, preferably, complete enough course work in four departments to fulfill the state require-

ments for four minors. The composite major described below, which fulfills college graduation requirements, may be broken down into two minors for certification purposes.

In addition, the following recommendations are made:

1. To meet the eight-hour science requirement for graduation, Biology 11 and 34 are strongly recommended.
2. Psychology 36 (Child Development), and History 62 (Human Geography) are recommended electives.
3. To meet the college major requirements, a composite major for elementary teachers has been approved and in general is more advisable than the regular departmental major. This major consists of a minimum of thirty semester hours of recommended courses in one of the following areas, with a concentration of at least eighteen hours in one department:
 - a. Fine Arts (Music and Art)
 - b. Language and Literature (English and Speech or English and Foreign Language.)
 - c. Social Studies (History, Political Science, and Sociology)
 - d. Natural Science (Biology and Physical Education)
4. In choosing his major and two minors or four minors for state certification, the student should select from fields that are closely related to the elementary school curriculum, such as English, History, Biology, Music, Art, Physical Education, and Speech.

Suggested Schedule for Elementary Education

Freshman Year			Sophomore Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
English 11, 12	3	3	English 31, 32	3	3
Speech 11	2		Psychology 33	3	
Bible 11		2	Sociology 31		3
Foreign Lang. 11,12, or 31, 32	4	4	Bible 31		2
Biology 11, 34	4	4	*History 33, 34	3	3
*Art 17 or Music 17	2		Foreign Lang. 31, 32	4	4
*Music 21 (Piano)	1		Music 13 (if required) (2)		
*Political Science 11		3	*Other Electives	1-3	1
				16	16
	16	16			

*Recommended electives. Other electives that might be substituted include: Music 11, 12; 13, 14; Speech 37, 43; English 15, 37, 38; History 13, 14, 47; Pol. Science 32; Art 18; Biology 35.

Junior Year			Senior Year		
Subject	Semester 1st	Hours 2nd	Subject	Semester 1st	Hours 2nd
Bible 51	2		Bible 71 (either sem.)		3
Education 51, 52	3	3	Education 75	2	
Education 53, 54	3	3	Education 77	2	
Education 78		2	Education 81		
Education 79 (Music)		2	(either sem.)	8	
Education 72 (Art)	2		*Biology 52	2	
*History 62	3		*Other Electives	1	13
*Other Electives	3	6			
	<hr/>	<hr/>		<hr/>	<hr/>
	16	16		15	16

*Recommended electives. Other electives recommended include: Art 33, 34; Biology 61; English 53, 65, 66; History 58, 61, 64, 71, 74; Physical Education 52, 53, 54; Psychology 56; Sociology 58; Speech 38, 59, 63.

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A.M. (De Pauw)

ASSISTANT PROFESSOR OF SOCIOLOGY (1949)

(On leave, 1953-1954)

THEODORE L. VANDER PLOEG

Sc.M. (Ohio State)

PROFESSOR OF CHEMISTRY (1947)

ELVA VAN HAITSMA

A.M. (Michigan)

INSTRUCTOR IN SPEECH (1953)

JAMES DYKE VAN PUTTEN

Ph.D. (University of Chicago)

PROFESSOR (HISTORY AND SOCIOLOGY) (1952)

GERRIT VAN ZYL

Ph.D. (Michigan)

PROFESSOR OF CHEMISTRY, HEAD OF THE DEPARTMENT OF
CHEMISTRY (1923)**JOHN J. VER BEEK**

A.M. (Michigan)

PROFESSOR OF EDUCATION, DIRECTOR OF EVENING COLLEGE (1950)

JOHN E. VISSER

A.M. (Iowa)

ASSISTANT PROFESSOR OF HISTORY (1949)

HENRY VOOGD

Th.D. (Princeton Theological Seminary)

ASSOCIATE PROFESSOR OF RELIGION AND BIBLE (1947)

KENNETH JAY WELLER

M.B.A. (Michigan)

ASSISTANT PROFESSOR OF ECONOMICS AND BUSINESS
ADMINISTRATION (1949)**BARBARA CLINE WILSON**

A.M. (Temple)

INSTRUCTOR IN PSYCHOLOGY (1954)

EDWARD JOHN WOLTERS

A.M. (Michigan)

PROFESSOR OF LATIN (1926)

DWIGHT B. YNTEMA

Ph.D. (Michigan)

PROFESSOR OF ECONOMICS, HEAD OF THE DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION (1946)**HOWARD ZANDBERGEN**

M.S. (Illinois)

ASSISTANT LIBRARIAN IN CHARGE OF CATALOGING (1951)

Special Instructors

GRANVILLE CUTLER

M.Ed. (Western Michigan)

MUSIC — BRASS INSTRUMENTS (1952)

CHARLES E. DREW

B.S. (Hanover)

BUSINESS ADMINISTRATION (1947)

DWIGHT FERRIS

B.S. (University of Grand Rapids)

BUSINESS ADMINISTRATION (1949)

MARGUERITE HADDEN

A.B. (Hope)

SOCIOLOGY (1948)

JAMES A. HALLAN

A.B. (Hope)

BUSINESS ADMINISTRATION (1952)

ARTHUR C. HILLS

M. Mus. (Michigan)

MUSIC — CLARINET AND BASSOON (1952)

BETTY LINDBERG KELCH

A.M. (Columbia)

MUSIC — VIOLIN, CELLO AND MUSIC EDUCATION (1953)

ADRIAN KLAASEN

Ph.B. (Chicago)

BUSINESS ADMINISTRATION (1947)

GERALD NYKERK

M.D. (Marquette)

BIOLOGY (1953)

BEATRICE M. TEN HOOR

A.B. (Hope)

ENGLISH (1953)

JAMES TOWNSEND

B.L. (Michigan)

BUSINESS ADMINISTRATION (1954)

KENNETH VANDERHEUVEL

M. Mus. (Michigan)

MUSIC — OBOE AND SAXOPHONE (1952)

Critic Teachers

The observation and practice teaching of students is done under the supervision of selected teachers in the Holland and Zeeland Public School systems.

Committees

Faculty Standing Committees with Student Representatives

1953-1954

The President and the Dean of the College are members ex-officio of all committees.

Administrative

Lubbers (Chairman), Boyd, De Graaf, Hinga, Hinkamp, Hollenbach, Kleinheksel, Kleis, Lampen, Meyer, Reeverts, Ross, Timmer.

Educational Policies

De Graaf (Chairman), Brand, Brown, Folkert, Granberg, Hollenbach, Kleis, Rider, Ross, Singleton, L. Snow, Thompson, Vander Ploeg, Ver Beek. Student representatives—Robert Dethmers, Bernice Keizer, Jerold Veldman.

Student Direction

Boyd (Chairman), Ellert, Hinga, Hollenbach, Reeverts, Mrs. Schoon, Van Haitsma, Yntema, Zandbergen. Student representatives—Joseph Fowler, Samuel Hoffman, Donna Raymer.

Chapel

Schoon (Chairman), Baughman, Hilmert, Hinga, Ponstein, Schrier, Mrs. Snow, Spoelstra, Voogd. Student Representatives—Ernestine Brummeler, James Van Putten, Constance Veenstra.

Library

Mrs. Prins (Chairman), Fried, Hollenbach, Kooiker, J. Prins, Singleton, Van Putten, Zandbergen. Student representatives—David De Jong, Alyce De Pree, Peggy Prentice.

Athletic

Hinga (Chairman), Cavanaugh, De Vette, Green, Moerdyk, Steketee, Ten Hoor, Vander Borgh, Vanderbush, Visser, Weller. Student representatives—Robert Cook, Susan Culbertson, Willard Rink, Robert Visser, Don York.

Admissions

Timmer (Chairman), Dykstra, Hinga, Hinkamp, Hollenbach, Lampen, Lubbers, Reeverts, Van Zyl, Wolters.

Student-Faculty Committees of Student Council

1953-1954

Nexus Committee

Dr. Lubbers, Mr. Hinga, Dr. Hollenbach, Miss Reeverts, John Busman, Helen Van Loo, Carol Estroe, Samuel Hoffman.

Public Relations Committee

Mrs. Stryker, Lee Fasce, William Latham, Rosalind Smith, Darlyn De Tuncq, Robert Muilenburg, David Angus, William Helder, Don Jacobusse, Dr. Cavanaugh, Mr. Hilmert.

Dining Hall Committee

Mr. Visscher, Miss Reeverts, Mrs. Steininger, Mrs. Hiles, Mrs. Tellman, Robert Visser, Lucille Van Heest, Edwin Coon, Jeananne Bondhouse, Thomas Keizer, Carol Estroe, Harold Goldzung, Jean Veldt.

Building and Grounds Committee

Mr. Visscher, Mr. Lighthart, Mr. Hinga, Dr. Elliott, Suzanne Zwemer, Warren Buitendorp, June Fiedler, Richard Ten Hakken.

Recreation and Health Committee

Mr. De Vette, Miss Richardson, Mr. Green, Byron Aldrich, Lois Huizenga, Joyce Mulder, Vernon Hoffman, Suzie Van Slageren, Irene Wesch.

Student Publications Board

John Corry (Chairman), Mary Foster, Kay Larson, Lee Fasce, Robert Bedingfield, Mr. Zandbergen, Dr. Hollenbach.

Student Body Roster

Seniors

Abele, Louise Elizabeth
 Alber, Margaret Anne
 Aldrich, Byron Vinson
 Angus, David Robertson
 Barkel, Laverne
 Bauer, Frederick Anthony
 Bechberger, Dorris Carter
 Berens, Henry Wayne
 Berger, Hope Rebecca
 Bierens, Joyce Marie
 Bloodgood, Ruth Helen
 *Boerigter, Jack Oliver
 Boeskool, Willis Gene
 Bogaard, Ruth Jean
 Bolema, Robert Maurice
 Bondhouse, Jeananne Katherine
 *Boogerd, Gerrit Richard
 Bosch, Carol Jacobs
 Bouwkamp, Richard Darell
 *Brandt, Julius Otto
 Brannock, John Gentry
 Burgess, Eugene Gerald
 Busman, John Edward
 Carpenter, Nancie Elane
 Coffill, Richard Volney
 Corry, John Joseph
 Culbertson, Susan Rae
 Decker, Anita J.
 Decker, James Melvin
 *De Fouw, Arthur John
 De Haan, Dennis James
 de Maagd, Richard John
 Dethmers, John Robert
 De Valois, Francine Marie
 *De Vries, Walter Dale
 De Weert, Ronald John
 Doornbos, Jack Henry
 Dyer, Monte Clare
 Elenbaas, Gerald
 Fasce, Leonore Charlotte
 Fiedler, June Phyllis
 Finlaw, Anne

New York, New York
 Muskegon, Michigan
 Holland, Michigan
 Philippine Islands
 Holland, Michigan
 Douglaston, New York
 Tenafly, New Jersey
 Paterson, New Jersey
 Snyderstown, Pennsylvania
 Grand Rapids, Michigan
 Brooklyn, New York
 Holland, Michigan
 Holland, Michigan
 Orange City, Iowa
 Muskegon, Michigan
 Kalamazoo, Michigan
 Hull, Iowa
 Grand Rapids, Michigan
 Grant, Michigan
 Holland, Michigan
 Benton Harbor, Michigan
 South Haven, Michigan
 Coopersville, Michigan
 Lansing, Michigan
 Brooklyn, New York
 Brooklyn, New York
 Pittsburgh, Pennsylvania
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Yokohama, Japan
 East Lansing, Michigan
 Katpadi, S. India
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 McBain, Michigan
 Hastings-on-Hudson, New York
 Union City, New Jersey
 Brooklyn, New York

† Attended second semester only.

* Veteran

- Ford, Elaine Louise
Foster, Mary Janis
Fowler, Joseph M.
*Giebink, John William
Gysbers, Norman Charles
Hager, Daniel Lloyd
Helder, William James
Hilmert, Alyce Joanne
Hine, Glenn Alvin
Hocksema, Robert James
Hofman, Joyce Elaine
Howard, Helen Myrtis
Huizenga, Lois Mae
Huizenga, Philip Buryl
Irwin, Jack Menzenwerth
Jackson, Roderic Douglas
Jacobson, Gerald Lee
Jansma, Donald Eugene
Johnson, Charles Peter
Johnson, Eleanor Jeannette
Kalee, Jack Edward
Kanode, Richard Franklin
Keizer, Bernice Ruth
Keizer, John William
Kempker, David Leroy
Kenwell, John Marshall
Kiel, Wesley Elvin
King, Jesse George
Kisken, William Albert
Klingenberg, Ruth Marian
Kragt, Joan
Kroll, Sherwin Lee
Laman, Earl Arthur
Langenberg, Robert James
Leinbach, Donald Klein
Lubbers, Donald Starn
*Lugten, Harvey Jay
Luneburg, Margaret Katherine
MacClary, Ronald George
*MacLachlan, Ralph Waldo, Jr.
Martin, Edwin Albert
Meeuwssen, James Wesley
Meninga, Marlene Mae
*Menning, Norman
Miller, Jack H.
*Mol, Neal J.
Montes, Piar Espana
Holland, Michigan
Avilla, Indiana
Walden, New York
Waupun, Wisconsin
Waupun, Wisconsin
Grand Rapids, Michigan
Holland, Michigan
Kalamazoo, Michigan
Chicago, Illinois
Schuylerville, New York
Grand Rapids, Michigan
Wynantskill, New York
Hudsonville, Michigan
Grandville, Michigan
Holland, Michigan
Central Lake, Michigan
Muskegon Heights, Michigan
Morrison, Illinois
Allen Park, Michigan
Fenton, Michigan
Grand Rapids, Michigan
Jacksonville, Florida
Byron Center, Michigan
Grand Rapids, Michigan
Holland, Michigan
Buffalo, New York
Lynden, Washington
Olin, Kentucky
Tarrytown, New York
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Muskegon, Michigan
Grandville, Michigan
Flushing, New York
Lawrence, Michigan
Holland, Michigan
Harrington Park, New Jersey
North Bergen, New Jersey
Fonda, New York
Midland Park, New Jersey
Grand Rapids, Michigan
Kalamazoo, Michigan
Sheldon, Iowa
Zeeland, Michigan
Sioux Center, Iowa
Caracas, Venezuela

Moran, Sheila Frances
 Mulder, Joyce Elaine
 Nattress, LeRoy William, Jr.
 Nienhuis, Herman D.
 Nuovo, Victor Lawrence
 Olson, Wayne Corlin
 Oppermann, Harold Reginald
 Parson, Willem George C.
 Peirce, Joseph Rushton
 Phillips, Kathryn Anne
 Piersma, Donald Jay
 Plomp, Bernard G.
 Powles, Ronald George
 Prentice, Donald David
 Prins, Robert Jack
 Proos, Richard Allen
 Ramaker, Nancy Lou
 Ratering, Norman James
 Richards, Mary Lou
 Roundhouse, John Herrema
 Russcher, Allan Howard
 Rynbrandt, Thurman Philip
 Saunders, Myra Jane
 Schoeneich, Eugene Allen
 *Schoeneich, James Carl
 Scholten, John Robert
 Scholten, Sharon Thomas
 Schuiling, Norman Wesley
 Schut, Robert Norman
 Shull, Donald Monroe
 Slagh, Barbara Anita
 Smith, Beatrice
 Smith, Robert Dale
 Spackman, Marilyn Ruth
 Stegehuis, Ronald Bruce
 Steiner, Richard Arnold
 Straatsma, Glen Wayne
 Struyk, Robert John
 Tanis, Barbara Ann
 *Teusink, Raymond John
 Topp, Ruth Anne
 Vander Meer, Paul
 Vander Meulen, Walter J.
 Vander Velde, Jane Louise
 Van Eck, Paul Keith
 Van Hoeven, James William
 Van Houten, Henry Rowe

Teaneck, New Jersey
 Holland, Michigan
 Orange City, Iowa
 Zeeland, Michigan
 New Rochelle, New York
 Gary, Indiana
 Chicago, Illinois
 Karachi, Pakistan
 Holland, Michigan
 Benton Harbor, Michigan
 Holland, Michigan
 Holland, Michigan
 Schenectady, New York
 Detroit, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 West Bend, Wisconsin
 Holland, Michigan
 Berrien Springs, Michigan
 Kalamazoo, Michigan
 Muskegon, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Saugatuck, Michigan
 Saugatuck, Michigan
 Grand Rapids, Michigan
 Greenwich, New York
 Comstock Park, Michigan
 Hudsonville, Michigan
 Ridgefield Park, New Jersey
 Holland, Michigan
 Holland, Michigan
 Parchment, Michigan
 Dumont, New Jersey
 Byron Center, Michigan
 North Bergen, New Jersey
 Holland, Michigan
 Boyden, Iowa
 Holland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Wooster, Ohio
 Holland, Michigan
 Zeeland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan

Van Loo, Helen Annette
 Van Voorst, Laverne Bruce
 Vedder, Raymond Jacob
 Veenstra, Constance Marilyn
 *Veenstra, Lawrence Eugene
 Veldt, Dorothy Jean
 Vermeer, Kenneth Howard
 Visser, Robert Allen
 *Wagner, Robert Jay
 Walsma, Paul
 Webster, Nevin Burt
 *Weisiger, Richard Kendall
 Whitsitt, Barry Clark
 Wierenga, Jean Anne
 Wissink, Rodney Winston
 Witte, John Jacob
 Wolbrink, Allen Richard
 Yonkers, Harold Jack
 Yonkman, Gretchen Jan
 Ziegler, Mary Lou
 Zimmerman, Alma Jean
 Zwemer, Suzanne Margaret

Kalamazoo, Michigan
 Holland, Michigan
 Schenectady, New York
 Muskegon, Michigan
 Muskegon, Michigan
 Schoolcraft, Michigan
 Sioux Center, Iowa
 Grand Rapids, Michigan
 Redlands, California
 Grand Rapids, Michigan
 Dearborn, Michigan
 Wyckoff, New Jersey
 Holland, Michigan
 South Haven, Michigan
 Milwaukee, Wisconsin
 Passaic, New Jersey
 Sheldon, Iowa
 Grand Rapids, Michigan
 Madison, New Jersey
 Muskegon Heights, Michigan
 Rocky River, Ohio
 Bethesda, Maryland

Juniors

Alberda, Stanley Earle
 Arnoldink, Lloyd Allen
 Awais, Jirius Musa
 Baird, Donald Robert
 Baker, Donald Albert
 Beltman, Judith Helene
 Benes, Louis Henry
 †Bieri, Arthur M.
 Bishop, Ardis Louise
 Boonstra, James Corwin
 *Bouwman, Dale Wallace
 Brewer, Bette Jean
 Brinks, Barbara Jane
 Brown, Ronald Peter
 Brummeler, Ernestine
 Bussies, Donald Floyd
 *Butgereit, Leslie Charles, Jr.
 Carlson, Thomas Albert
 Casper, Eleanor Ruth
 Coventry, William Wallace
 Cramer, Margaret Ann
 Dagen, Arthur Judson

Holland, Michigan
 Grand Rapids, Michigan
 Ajloun, Trans-Jordan
 Ridgefield Park, New Jersey
 Holland, Michigan
 Tucson, Arizona
 Grand Rapids, Michigan
 Lowell, Michigan
 North Muskegon, Michigan
 Zeeland, Michigan
 Holland, Michigan
 Holland, Michigan
 Jenison, Michigan
 Elm Grove, Wisconsin
 Redlands, California
 Whiting, Indiana
 Benton Harbor, Michigan
 Holland, Michigan
 Auburn, New York
 Mountain View, New Jersey
 Richboro, Pennsylvania
 Solvay, New York

- Damstra, Ann Margaret
 Damstra, Donald Lee
 Decker, Shirley Ann
 De Jong, David Cornelius
 De Jong, John Edward
 Denekas, Myron Norman
 Den Hartog, Donald Wayne
 De Pree, John Deryck
 De Tuncq, Darlyne K.
 *De Witt, Warren Duane
 Dodds, Carol Joan
 Doorenbos, Harvey Edward
 Dykema, Alan Herman
 El-Khoury, Farid Jurgis
 Elzinga, Muriel Jean
 Estroe, Carole Marie
 Fikse, John Henry
 Fischer, Marilyn Lucy
 Fortiner, Robert Harold
 Fralick, Joseph Andrew
 Frye, Frances Jane
 Gabriels, Alice
 Gaspeer, Munther Ibrahim
 Geiger, Elizabeth Heitmann
 Gemmill, Harold Brenner
 Giebink, Gerald Allen
 Goldzung, Harold John
 Gravink, Janette Marie
 Groeneveld, Ethel Joyce
 *Haak, Willard Jason
 Hamilton, Robert Thomas
 Hand, Shirley Jean
 Heasley, Gene Elwyn
 Heemstra, Gerald Dwaine
 Hendrickson, Robert Wayne
 Heyboer, Donald Jay
 Heydorn, William Howard
 Hinkamp, Jonathan James
 Hinojoza, Miguel Angel
 Hoeksema, Robert James
 Hoffman, Linda Miner
 Hoffs, Carole Marie
 Hofman, J. Samuel
 Holt, William Charles
 Hondorp, David Wray
 Horrocks, Frank, Jr.
 Huff, David Leslie
 Syracuse, New York
 East Grand Rapids, Michigan
 Grand Rapids, Michigan
 Kuwait, Persian Gulf
 Bellflower, California
 Hamilton, Michigan
 Hospers, Iowa
 Zeeland, Michigan
 West Bend, Wisconsin
 Grand Rapids, Michigan
 Boonton, New Jersey
 Morrison, Illinois
 Muskegon, Michigan
 Baghdad, Iraq
 Hamilton, Michigan
 Hillsdale, New Jersey
 Ellsworth, Michigan
 Malibo, California
 Westfield, New Jersey
 Coldwater, Michigan
 Chicago, Illinois
 Netherlands
 Beirut, Lebanon
 New York, New York
 Holland, Michigan
 Waupun, Wisconsin
 Amityville, New York
 Clymer, New York
 South Holland, Illinois
 Zeeland, Michigan
 New Hyde Park, New York
 Rochester, New York
 Dorr, Michigan
 Primghar, Iowa
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Hawthorne, New York
 Poughkeepsie, New York
 Bogota, Colombia
 Grand Rapids, Michigan
 Freeport, Michigan
 Lake Odessa, Michigan
 Lynden, Washington
 Holland, Michigan
 Grand Rapids, Michigan
 Schenectady, New York
 Boonton, New Jersey

Huls, Richard Frank
 Hutton, James Strang
 Jacksteit, Betty Lou
 Jacobusse, K. Don
 Johnson, Marjorie Anne
 Kane, Warren William
 Keizer, Thomas DeWitt
 Kellogg, Edward Bertsch
 Kempers, David Warren
 Kiemel, Renny
 Kilian, Joan Gloria
 Klepper, Alice Joyce
 Korthals, Edward Henry
 Lager, Norman Wayne
 Le Fevre, Benjamin Elting
 Lindahl, Dorothea Lorraine
 Lubbers, Barbara Jean
 *Lubbers, Robert Lloyd
 Mac Ewan, Marjory Jean
 Maier, Lois Nellie
 *Markey, Peter Francis
 Maxam, Donald Andre
 Meyers, Mary Anne
 Millsbaugh, Nancy Jane
 Mongin, John William
 Morgan, Herbert James
 Muilenburg, Robert William
 Mulder, John Howard
 Nelson, Albert Ray
 Nykamp, Robert Alan
 Oden, Shalmy C.
 *Oosta, Richard John
 Ouderkirk, Eugene Nelson
 Overweg, Shirley Marlene
 Pickens, Patricia Emily
 Prentice, Peggy Arlene
 Prins, Edward
 Pyle, Joan
 Raymer, Donna Lee
 Riekse, Robert James
 Rietveld, Mary Jane
 Rink, Willard Allyn
 Sall, Andy G.
 Schepers, Betty Lou
 Schrier, John Christian
 Smith, Marcia Jane
 Smith, Rosalind Marie

Rothbury, Michigan
 Schenectady, New York
 Reeman, Michigan
 Holland, Michigan
 Sloatsburg, New York
 Long Island City, New York
 Lansing, Michigan
 Holland, Michigan
 Chiapas, Mexico
 Chicago, Illinois
 Holland, Michigan
 Kalamazoo, Michigan
 Worthington, Minnesota
 Muskegon, Michigan
 Dumont, New Jersey
 Chicago, Illinois
 Kenosha, Wisconsin
 Sheboygan, Wisconsin
 Union Beach, New Jersey
 Union Beach, New Jersey
 Thornwood, New York
 Kalamazoo, Michigan
 Muskegon, Michigan
 Walden, New York
 New York City, New York
 Herkimer, New York
 Manila, Philippines
 Ridgewood, New Jersey
 South Haven, Michigan
 Hamilton, Michigan
 Muskegon, Michigan
 Grand Rapids, Michigan
 East Greenbush, New York
 Holland, Michigan
 Montvale, New Jersey
 Garden City, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Belding, Michigan
 Grand Rapids, Michigan
 Chicago Heights, Illinois
 Ada, Michigan
 Holland, Michigan
 Holland, Michigan
 Muskegon, Michigan
 Grand Rapids, Michigan
 Milwaukee, Wisconsin

South, Avis Irene
 Spieldenner, Richard Franklin
 Springsteen, John Woodward
 Steenblik, Gracia Anne
 Stempfly, Louis John, Jr.
 Stientjes, Esther Jo Anne
 Stoddard, Eugene Melvin
 Stremler, Bernard Jay
 Tan, Henry Harry
 Tervelt, Mary Alice
 Thomas, Shirley Elizabeth
 Tigelaar, Celeste Joan
 †Timmerman, Carol M.
 Tucker, Loretta Florence
 Vande Polder, Donald R.
 Vanderborgh, Joyce E.
 *Vander Kolk, Alvin Lee
 Vander Kooi, Catherine
 Vander Toll, Donald John
 Van Earden, Robert A.
 *Van Farowe, George Calvin
 Van Heest, Lucille Mae
 Van Oostveen, Jan
 van Putten, James Dyke, Jr.
 Van Wieren, Donald Eugene
 Veldman, Jerold Paul
 Venema, Mina Gertrude
 Verkaik, Harris John
 *†Vostello, Patrick
 Ward, Betty Amanda
 Warren, John David
 Werner, Marilyn Jeanne
 Wesch, Irene Katherine
 Wierenga, Phyllis Jean
 Wiersma, Helen Jeannette
 Wolbert, John Alvin
 Wolters, Mary Ruth
 York, Don Lloyd
 Young, Clasina Mae
 Zabel, Carol Boyd

Muskegon Heights, Michigan
 Hickory Corners, Michigan
 Flushing, New York
 Holland, Michigan
 Waukazoo, Michigan
 Doon, Iowa
 Corry, Pennsylvania
 Holland, Michigan
 Java
 Morrison, Illinois
 Saugatuck, Michigan
 Hudsonville, Michigan
 Detroit, Michigan
 Fennville, Michigan
 Kalamazoo, Michigan
 Sayville, L.I., New York
 Zeeland, Michigan
 West Olive, Michigan
 Louisville, Kentucky
 Clymer, New York
 Randolph, Wisconsin
 Cleveland, Ohio
 Ayr, Ontario, Canada
 Holland, Michigan
 Holland, Michigan
 Orange City, Iowa
 Nunica, Michigan
 Yucaipa, California
 Teaneck, New Jersey
 Ridgefield Park, New Jersey
 Muskegon, Michigan
 Muskegon, Michigan
 Flint, Michigan
 Grand Rapids, Michigan
 Muskegon, Michigan
 Hamilton, Michigan
 Holland, Michigan
 Berkley, Michigan
 Hudsonville, Michigan
 Boonton, New Jersey

Sophomores

Ackerman, Ronald Louis
 Adams, John Jennings
 Adams, Mary Jane
 Addis, Margery Ann

Cedar Grove, Wisconsin
 Saginaw, Michigan
 East Lansing, Michigan
 Glen Head, New York

Barkel, Donald Jay
 Barkho, Slivo Clyde
 Bedingfield, Robert William
 Beets, Wilma Clare
 Bennema, Barbara Jeanne
 Berens, Evelyn Marie
 *Berghage, Robert Dale
 Billett, John W.
 Bolt, Richard Allen
 Borr, Jack Henry
 Bouwer, William Jay
 Brookstra, Barbara Joanne
 Brookstra, Donald Lee
 Brown, Frances Marie
 Brugman, Helen
 Buitendorp, Warren Roger
 Burggraaff, Mary Ruth
 Carey, Thomas A.
 Cloetingh, Christine Marie
 Conklin, Janice Faye
 Cook, George Robert
 Coon, Edwin Carlton
 Davis, Grover Jerome
 De Braal, Donald R.
 Decker, Richard Henry
 De Graw, Ronald Jay
 De Jonge, Robert Lee
 De Long, Ronald Wayne
 Denny, Christine Kingsley
 De Pree, Alyce
 De Pree, Glen
 De Pree, Jack Edward
 Derks, Irma Ruth
 De Vries, Ted Donald
 De Witt, Lawrence Harry
 De Wolf, Gail Frances
 De Young, Robert James
 De Young, Robert Nelson
 Donovan, Gay Nell
 Dykhuizen, Alice Ann
 †Durman, Jane
 Erb, Eugene Acker
 Evans, Dorah Louise
 Failor, Carlton Braley
 Foye, Loretta Alyda
 Gaikema, Nancy Claire
 Galer, James Floyd

Holland, Michigan
 Tell Tamer, Syria
 New York, New York
 Grand Rapids, Michigan
 De Motte, Indiana
 Paterson, New Jersey
 Grand Rapids, Michigan
 Hamilton, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Wheaton, Illinois
 Davenport, Iowa
 Coxsackie, New York
 Amsterdam, W. (Neth.)
 Tarrytown, New York
 Dumont, New Jersey
 Holland, Michigan
 North Muskegon, Michigan
 Spring Valley, New York
 Detroit, Michigan
 Poughkeepsie, New York
 Staten Island, New York
 Rochester, New York
 Grand Rapids, Michigan
 St. Joseph, Michigan
 Zeeland, Michigan
 Muskegon Heights, Michigan
 Esher, Surrey, England
 Zeeland, Michigan
 Zeeland, Michigan
 Zeeland, Michigan
 Zeeland, Michigan
 Hammond, Indiana
 Muskegon Heights, Michigan
 Rochester, New York
 Hamilton, Michigan
 Grand Rapids, Michigan
 Allen Park, Michigan
 Canajoharie, New York
 Saginaw, Michigan
 East Greenbush, New York
 Muskegon, Michigan
 Oostburg, Wisconsin
 Brooklyn, New York
 North Muskegon, Michigan
 East Greenbush, New York

- Gnade, Kenneth Roy
 Goulouze, Eldora Ann
 Gowens, Meryl Kathryn
 Grasman, Barbara Arlene
 Griep, John Arthur
 Hakken, Donna Ruth
 Hall, William Glenden
 Hammer, Charlotte
 Han, Ki Bum
 Hartsema, Virginia Louise
 Herrick, Julia Rose
 Hesselink, Mary Ellen
 Heyboer, Phyllis Anne
 Hoesli, Fred Thomas
 Hoffman, Vernon Dale
 Hogenboom, J. Dean
 Hollander, John Laurence
 Hop, Shirley Ann
 †Horbatt, Susan
 Hospers, Mary Josephine
 Howard, Mari Gioia
 Huizenga, Clarence John
 Jacobs, Ronald Earl
 Jarvis, Jane Ann
 Jeffrey, Barbara Ann
 Jentz, Arthur Henry
 Joffer, Helena Marie
 Jonker, Nelvie
 Karsten, David Albert
 Kiess, James David
 Kingma, Judith Yvonne
 *Kinkema, James Henry
 Klang, Nancy Ann
 Kleis, Glenneyce Mae
 Klomparens, Alden J.
 Kools, John William
 Kremer, James Edwin
 Kruizenga, Barbara Ann
 Kruyf, Gerald James
 Kuiper, James William
 Kuyper, Carol Ann
 Laman, Gordon Dale
 *†Laman, Howard
 *Lampen, Laverne
 Larsen, Barbara Joan
 Latham, William Harris, Jr.
 Lee, Tai Young
 Ridgewood, New Jersey
 Holland, Michigan
 South Holland, Illinois
 Coopersville, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Gary, Indiana
 New York, New York
 Pusan, Korea
 Fremont, Michigan
 St. Joseph, Michigan
 Waupun, Wisconsin
 Grand Haven, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Glen Rock, New Jersey
 Alexandria Bay, New York
 Wyantskill, New York
 Hudsonville, Michigan
 Holland, Michigan
 East Norwich, L.I., New York
 Narberth, Pennsylvania
 Palisade, New Jersey
 Parker, South Dakota
 Orange City, Iowa
 Grand Rapids, Michigan
 Hillsdale, Michigan
 De Motte, Indiana
 Hagaman, New York
 Muskegon, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Danforth, Illinois
 Muskegon Heights, Michigan
 Chicago, Illinois
 Zeeland, Michigan
 Holland, Michigan
 Muskegon, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Weehawken, New Jersey
 Bayside, New York
 Pusan, Korea

*†Loch, James, Jr.
 Lorenz, Ethel Marie
 Lowing, Barbara Jean
 Lubben, Nancy Ann
 Lubbers, Milton Benjamin
 Maat, Phyllis Ruth
 Martin, David Jerner
 †McCall, Tom
 McWilliams, Barbara Louise
 Meek, Emma Lucille
 Moermond, Jack Eugene
 Molenaar, Harold Edwin
 Moore, Elizabeth Ann
 Moore, Ruth Marie
 Moore, Thomas Charles
 Morford, William Peter
 Mugg, Eileen Doris
 Myäard, Shirley Jean
 Neevel, James Alvin
 Newton, Marjorie Anne
 Nieneker, Darle Lee
 Nienhouse, Audrey Mae
 Nies, Connie Lou
 *Niles, Earl Thomas
 Ortquist, Richard Theodore, Jr.
 Pangburn, Donald Secor
 Pasma, Marcia Mae
 Pelgrim, George Arthur
 Pennings, Barbara Marian
 Pettengill, Charles Vedder
 Phillippsen, Beverly Ann
 Pitcher, John Alfred
 Pluister, Robert Boyd
 Plumert, Esther June
 Polhemus, Janice Berndtson
 Polich, Donald George
 Pool, Gerard Nicholas
 Ramaker, Penelope Sue
 Redeker, Jerrald Hale
 Riemersma, Dwight Lee
 Roelofs, Charles W.
 *Roskamp, Bertrand Andrew
 Salm, Nell Rose
 Samse, Robert Karl
 Schieringa, Paul Kenneth
 Scholten, Robert Peter
 Schrier, Robert Dale

Detroit, Michigan
 Fremont, Michigan
 Jenison, Michigan
 Grand Haven, Michigan
 Zeeland, Michigan
 Rensselaar, New York
 Herkimer, New York
 Brooklyn, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Jenison, Michigan
 Kalamazoo, Michigan
 West Cossackie, New York
 Hawthorne, New Jersey
 Rotterdam, New York
 Fultonville, New York
 Chicago, Illinois
 Hudsonville, Michigan
 North Tarrytown, New York
 Old Tappan, New Jersey
 Dorrr, Michigan
 Oak Park, Illinois
 Holland, Michigan
 Oden, Michigan
 Muskegon, Michigan
 Saugerties, New York
 Philadelphia, Pennsylvania
 Holland, Michigan
 Rochester, New York
 Hagaman, New York
 Rochester, New York
 Canajoharie, New York
 Zeeland, Michigan
 Hudsonville, Michigan
 West Nyack, New York
 West Olive, Michigan
 Union City, New Jersey
 West Bend, Wisconsin
 Waupun, Wisconsin
 St. Joseph, Michigan
 Hudsonville, Michigan
 Titonka, Iowa
 St. Anne, Illinois
 North Bergen, New Jersey
 Holland, Michigan
 Marion, Virginia
 Grand Rapids, Michigan

- Schultz, Woodrow Lee
 Schulz, Richard Lee
 Schutmaat, Hope Christine
 *†Sell, James D.
 Sentkeresty, Joseph Arthur
 Shufelt, Rainey Andrew
 Sieber, Sally Brey
 Soeter, Janet Lou
 Spaulding, John Henry
 Squire, Richard Thomas
 Stapert, Edward Charles
 St. John, William Anness
 Stoffregen, Doris Elaine
 Tadayon, Majid
 Talarico, Frank Ralph
 Teitsma, Arjen
 Ten Haken, Richard Ervin
 Ten Hoeve, Thomas, Jr.
 †Timmerman, Betty I.
 Tinklenberg, Kathryn Yvonne
 Tornga, Lois Mae
 Tysse, Lucille Adah
 Van Ark, Bernard J.
 Van de Linder, Lois Joan
 Vanden Bosch, Warren Dale
 Vanderlaan, Karl Edwin
 Vandermyde, Charmaine Rae
 Van Etten, Donald Dean
 *Van-Eyl, Florus
 Van Faasen, Paul
 Van Hoeven, Donald Theodore
 Van Slageren, Suzie
 *Van Wieren, Kenneth Harold
 Van Wingeren, Joan Phyllis
 Veldman, Marcia Ann
 Ver Beek, John Gilbert
 Vicha, Diane Geraldine
 Visser, Stuart Peter
 Vogel, Linda Jane
 Vrugink, Hazel Elaine
 Weber, Judith Grace
 Webster, Gordon James
 Weener, Delwyn Glenn
 Westerhoff, Eugene Howard
 Westrate, Marilyn Jane
 Wierks, Marianne
 Yeomans, Mary
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Sawyer, Michigan
 Troy, New York
 Grosse Pointe, Michigan
 New Brunswick, New Jersey
 Detroit, Michigan
 Hastings-on-Hudson, New York
 Kalamazoo, Michigan
 Ridgefield Park, New Jersey
 Brooklyn, New York
 Teheran, Iran
 Herkimer, New York
 Brunssum, Limburg (Ned.)
 Clymer, New York
 Ridgefield, New Jersey
 Grand Rapids, Michigan
 Toronto, Ontario, Canada
 Grand Rapids, Michigan
 Wallkill, New York
 Grand Rapids, Michigan
 Herkimer, New York
 Zeeland, Michigan
 Grand Rapids, Michigan
 Chicago, Illinois
 Orange City, Iowa
 The Hague, Netherlands
 Holland, Michigan
 Grand Rapids, Michigan
 Mount Vernon, Washington
 Holland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Berwyn, Illinois
 Holland, Michigan
 Schenectady, New York
 Hudsonville, Michigan
 North Muskegon, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Jackson, Michigan
 Milwaukee, Wisconsin
 Holland, Michigan

†Yff, Charles
 Young, Henry Peter
 Ziegler, James William

Grand Rapids, Michigan
 Hudsonville, Michigan
 Muskegon Heights, Michigan

Freshmen

Aardsma, Allen Harry
 Andersen, Carol Susan
 Anderson, Vivian Irene
 Angus, John Galen
 Appledorn, Anne Ruth
 Armstrong, Kenneth William
 Baar, Randall Jay
 Baker, James Allen
 Bakker, Peter Mersen
 Balk, Genevieve
 Barr, Robert Arnold
 Bechtel, Owen Theodore
 Behnan, Joseph A.
 Benes, Alberta Dorothy
 Berens, Jay Erwin
 *Birdsall, Frederic Raymon
 Bloodgood, Ann Elizabeth
 *†Boerman, Donald
 *Boersma, John Rodney
 Boeve, Norman Gene
 Boeve, Ronald Everett
 *Bolks, Alfred Kay
 Bont, Patricia Lorraine
 Borr, Donna Adelle
 Bosman, Calvin Lloyd
 Bouwkamp, William Mathew
 Bouwman, Shirley Ann
 Braak, Joyce Elaine
 Bredeweg, Edwin Russell
 Bruins, Ruth Mary
 Brummel, Myron Lee
 Bulthuis, Ronald Herbert
 Buys, James Fredrick
 Bylenga, Peter Donald
 Byro, Donald Ervin
 Cameron, William McIntosh, Jr.
 Carson, Theodore N.
 Charpentier, Donald Armand
 Church, Ann Valentine
 Coakley, Ronald Gibbs
 *Cooper, Samuel, Jr.

Holland, Michigan
 Geneva, New York
 Harvey, Illinois
 Legaspi, Philippines
 Holland, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Montclair, New Jersey
 Sheffield, Massachusetts
 Fulton, Illinois
 Port Washington, Wisconsin
 Indianapolis, Indiana
 Ashar, Basrah, Iraq
 Grand Rapids, Michigan
 Hamilton, Michigan
 Afton, New York
 Brooklyn, New York
 Zeeland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Grant, Michigan
 Holland, Michigan
 Lansing, Illinois
 Holland, Michigan
 Douglaston, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Muskegon, Michigan
 Cleveland, Ohio
 Detroit, Michigan
 Brooklyn, New York
 Flushing, New York
 Brooklyn, New York
 Mescalero, New Mexico

- Craig, Allen Douglas
 Crosswell, Sharon Ruth
 Daggett, Clinton William
 Daggett, John Fifield
 Damstra, Norma Lou
 *Davison, Herbert Edward
 de Boer, Richard James
 De Bruyne, Esther Ann
 Defreese, Richard Eugene
 de Maagd, Nina Dawn
 Den Uyl, Ronald Jay
 De Pree, Thomas Oliver
 *De Vree, Carl Lee
 De Vries, Donald Laverne
 De Vries, Eleanor Ann
 De Vries, John Cornelius
 De Witt, Earl Martin
 De Witt, John Richard
 Dewitt, Marjorie Ann
 De Witte, Phyllis Joan
 *De Young, Gerrit
 Dingee, Adele
 *†Disselkoen, Arnold L.
 *Doot, John Edward
 Duey, Paul Ellsworth
 Durkee, Robert Peter
 Dykstra, Eugene Lee
 Elferdink, William Robert
 *Erickson, Rudolph Emil
 Essenburg, Karl Lee
 Evers, Laura Mae
 Fales, Robert James
 Fendt, Joan Evelyn
 Franz, Carol Lee
 *Gemmell, Bryce Donald
 *Godfrey, William Firthal
 Gould, Richard Harris
 Grotenhuis, Marian Elaine
 Hacklander, Mary Catherine
 Hamelink, Jon D.
 Hammond, Eleanor P.
 Hanks, Dorallee Mae
 Hardy, Kara Gay
 Harrington, Howard Wilson
 Harris, Joseph Edward
 Harris, Thomas James, Jr.
 *Hazelton, Sherwood Lee
 Holland, Michigan
 Kingston, New York
 Niagara Falls, New York
 Lewiston, New York
 Dayton, Ohio
 Ridgefield Park, New Jersey
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 Kalamazoo, Michigan
 Yokohama, Japan
 Holland, Michigan
 Holland, Michigan
 Hudsonville, Michigan
 Zeeland, Michigan
 Ottawa, Illinois
 Holland, Michigan
 Grand Rapids, Michigan
 Chicago, Illinois
 Sturgis, Michigan
 Rochester, New York
 Whitinsville, Massachusetts
 Somerville, New Jersey
 Zeeland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Staten Island, New York
 Holland, Michigan
 Martin, Michigan
 Beverly Hills, California
 Holland, Michigan
 De Motte, Indiana
 Allegan, Michigan
 West Olive, Michigan
 Sturgis, Michigan
 Holland, Michigan
 Fennville, Michigan
 Wan Tagh, New York
 Muskegon, Michigan
 Holland, Michigan
 Holland, Michigan
 Brooklyn, New York
 Muskegon, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Schenectady, New York
 Philadelphia, Pennsylvania
 Coeymans, New York

- *†Hemwall, George A.
Hesse, Carl Ronald
Hesselink, Dorothy Jean
Hill, Alfred Edwin
Hilmert, David Keith
Hoek, Peter Gordon
Hoeksema, Lois Aurine
Hoffman, William Henry
*Holmlund, John Edward
†Hopper, Thomas
Hondorp, Gordon Ray
Hoskins, Keith Frederick
Hospers, Margaret Grace
Houck, Sandra Anne
Huenink, Lowell Jay
*Hughes, Donald Jay
Huxhold, Marlene Kathryn
Itzen, Donald Arthur
Johnson, Diane Louise
†Johnson, Jacqueline
Johnson, Robert Clifford
*Johnson, Robert Stevens
Jones, Martha Theresa
*Jongewaard, Albert John, Jr.
Kaper, Joann Tillie
Kempker, John J.
Keyser, John Alan
*Kiel, Wayne Eugene
Kinkema, David Roger
Kisken, Robert Justus
Klaasen, Adrian John, Jr.
Klomprens, Barbara Grace
Klomprens, Franklin
Knoll, Elwood Jay
Knoll, Harold, Jr.
Kollen, Wendell James
Kooyers, Alton Dale
Korman, Richard Hilton
Kramer, Frances Ann
Kramer, Norman Lee
*Kranendonk, James Mark
Krieger, Harold Allen
Kroeze, George
Kromann, Jean Karen
Kuiper, Karen
Kuyers, David Allen
La Huis, Betty Jean
Holland, Michigan
Saginaw, Michigan
Muskegon, Michigan
New York, New York
Holland, Michigan
Grand Rapids, Michigan
Schuylerville, New York
Schenectady, New York
Brooklyn, New York
Saugatuck, Michigan
Grand Rapids, Michigan
Schenectady, New York
Alexandria Bay, New York
Schenectady, New York
Kohler, Wisconsin
Holland, Michigan
Zeeland, Michigan
Herman, Minnesota
Berwyn, Illinois
Allen Park, Michigan
Milwaukee, Wisconsin
Rochester, New York
Detroit, Michigan
Jefferson, Iowa
De Motte, Indiana
Holland, Michigan
Richland, Michigan
Grand Rapids, Michigan
Hagaman, New York
Tarrytown, New York
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Holland, Michigan
Albany, New York
Kalamazoo, Michigan
Schoolcraft, Michigan
Oostburg, Wisconsin
Bridgman, Michigan
Paterson, New Jersey
Holland, Michigan
Holland, Michigan
Zeeland, Michigan
Hudsonville, Michigan

Leonard, Roger Moore
 Lindahl, Charles Edgar
 Loomans, Maurice Edward
 Lower, Elsie Lou
 Luidens, Marilyn Ruth
 Lyness, James Nelson
 Marcus, Maurice Gene
 *Marks, Edward E., Jr.
 Markusse, David James
 Martin, Henning Joseph
 Matheis, Carol Ann
 Maxam, Victor Dale
 McIntyre, Joanna Marston
 Means, William Aaron
 *Meeusen, Gordon Alvin
 Meeuwsen, Daniel Peter
 Mencarelli, Harry Phillip
 Miller, Virginia Lee
 Moerman, John
 Monroe, David Keith
 Morrell, Sandra Lee
 Morrison, Rosemary
 Nagelkirk, Carol Ann
 Noordyk, Ruthmary
 Nyland, Roger Lee
 Overway, Roger Allyn
 Peelen, Ethel Ann
 Peelen, Kay Diana
 Peerbolt, Mari-Ann
 Petty, Neil Edward
 Phillips, Kenneth Lee
 Poling, Patricia Ann
 Prince, Lyle
 Quisenberry, Robert Roger
 Quist, Kenneth Duane
 Raak, Edwin Eugene
 Range, Sally Ann
 Redding, Theodore Jorj
 Reinink, Ronald Jay
 Richardson, Janet Natalie
 Riemersma, Carol Joyce
 Ritsema, Harold John
 Ritsema, Robert Allen
 Rolfs, Ellsworth August
 Rottschafer, Jan Darcia
 Rowell, Leonard George
 Rynbrand, Kay Glenna

Old Tappan, New Jersey
 Chicago, Illinois
 Arpin, Wisconsin
 Fruitport, Michigan
 Selkirk, New York
 Rochester, New York
 Grand Rapids, Michigan
 Schenectady, New York
 Kalamazoo, Michigan
 Herkimer, New York
 Long Island City, New York
 Kalamazoo, Michigan
 Hastings-on-Hudson, New York
 Bronx, New York
 Holland, Michigan
 Grand Rapids, Michigan
 Grand Rapids, Michigan
 German Valley, Illinois
 Charing Cross, Ontario, Canada
 Gary, Indiana
 Wayland, Michigan
 Gary, Indiana
 North Muskegon, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Kalamazoo, Michigan
 Kalamazoo, Michigan
 Holland, Michigan
 Marion, New York
 Grand Rapids, Michigan
 Muskegon, Michigan
 Holland, Michigan
 Hamilton, Ohio
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Newaygo, Michigan
 Holland, Michigan
 Staten Island, New York
 Holland, Michigan
 Momence, Illinois
 Momence, Illinois
 Holland, Michigan
 Alma, Michigan
 Holland, Michigan
 Kalamazoo, Michigan

Rynbrandt, Reda Ann	Grand Rapids, Michigan
Rypma, Judith Ann	Holland, Michigan
Sandy, Russell Dale	Holland, Michigan
Schipper, Earl J.	Holland, Michigan
Schmidt, Arthur Edwin, Jr.	Hastings-on-Hudson, New York
Scholten, Beatrice Mae	Holland, Michigan
Scholten, Donald Paul	Marion, Virginia
Scholten, Robert Allen	Chicago, Illinois
Schultz, Joyce Mary	Grand Haven, Michigan
Seymour, Marcia Edith	Scarsdale, New York
Siedentop, Larry Alan	Downers Grove, Illinois
*Sitler, Edwin Randall	Flushing, New York
Smith, Ethel Irma	Schenectady, New York
Smith, Ian William A.	Cambria Heights, New York
Smith, Ronald Peter	Chicago, Illinois
Soeter, John Randolph	New Brunswick, New Jersey
Sotthitada, Suphat	Thailand
Southland, Evon Janice	Muskegon, Michigan
Springsteen, Arthur Bruce	Dowagiac, Michigan
Staal, Philip Ward	Zeeland, Michigan
†Stam, Kenneth	Holland, Michigan
Stapleford, Barbara Ann	Philadelphia, Pennsylvania
St. Aubin, David	Dowagiac, Michigan
Stegenga, Henry Ale	Chicago, Illinois
*Stoltz, Donald E.	Holland, Michigan
Straatsma, Alma Lorrain	Holland, Michigan
Strombeck, Bruce Lester	Chicago, Illinois
Swart, Sherrill Marie	Mokema, Illinois
Tahkofper, Lucretia	Lawton, Oklahoma
Taylor, Lois Genevieve	McBain, Michigan
Teed, Bob Lee	Burnips, Michigan
Te Grotenhuis, Ramona May	Rock Valley, Iowa
Theune, Wayne Edward	Sheboygan, Wisconsin
†Toppen, Phillip R.	Chicago, Illinois
Troost, Paul Rowland	Byron Center, Michigan
Underwood, Suzanne	Grand Rapids, Michigan
Valkema, Allan Roger	Holland, Michigan
Van Antwerp, George Irwin	Grand Rapids, Michigan
*Van Ark, Robert Eugene	Holland, Michigan
Van Den Berge, Gustave Jay	Holland, Michigan
Van Der Hoven, Mary Catherine	Paterson, New Jersey
Van Der Kolk, Marilyn Ruth	Grand Haven, Michigan
Vander Werf, Nathan Hilbert	Muskegon, Michigan
*Vander Yacht, Wilbur C.	Holland, Michigan
Vande Vusse, Kenneth Lee	Mt. Clemens, Michigan
Vande Woude, George F., Jr.	Queens Village, New York
Van Doorn, Joyce Aleen	Coopersville, Michigan

Van Doornik, Merwin Don	Holland, Michigan
Van Duinen, Joyce Marie	Grand Rapids, Michigan
*Van Dusen, Earl Duane	Grand Rapids, Michigan
Van Dusen, James Dale	Grand Rapids, Michigan
Van Dyke, Charlene Kay	Holland, Michigan
Van Dyke, Erma Jean	Zeeland, Michigan
Van Eenenaam, David Owen	Muskegon, Michigan
Van Emburg, George Holden	Milwaukee, Wisconsin
Van Farowe, Harvey Ward	Zeeland, Michigan
Van Hoeve, Janet Lee	Kalamazoo, Michigan
Van Iwaarden, John Lloyd	Holland, Michigan
Van Lente, Anita Jean	Holland, Michigan
Van Malsen, William Peter	Grand Rapids, Michigan
Van Oosterhout, William Paul	Holland, Michigan
van Putten, Barbara	Holland, Michigan
*†Veltman, Robert B.	Holland, Michigan
Verduin, Robert Visscher	Detroit, Michigan
Vollink, Mary Ann	Grand Rapids, Michigan
Voss, Harry Russell	Muskegon, Michigan
Voss, Howard Glenn	Holland, Michigan
Wagner, N. Jan	Chicago, Illinois
Walchenbach, John Robert	Hawthorne, New Jersey
Walcott, Hazel	Zeeland, Michigan
Walker, Bonnie Jane	Walden, New York
Walters, John Junior	Zeeland, Michigan
*Ward, Bruce Arthur	Rochester, New York
Weber, Eugene Edward	Saugatuck, Michigan
Weener, Alyce Arlene	Kalamazoo, Michigan
Whitsitt, Judy K.	Zeeland, Michigan
Widmer, Herbert Theodore	Edgewater, New Jersey
Williams, Herriford	Detroit, Michigan
Wilson, Shirley Ann	Grand Rapids, Michigan
Winter, Robert Allan	Grand Rapids, Michigan
Wognum, Warren Tunis	South Holland, Illinois
Workman, Ruth Adene	Muskegon, Michigan
Wynne, Marian Kay	Allegan, Michigan
Yin, Robert I-ching	Manila, P. I.
Yin, Stanley Ye-Kung	Kowloon, Hong Kong
*†Yonkers, Harvey	Muskegon, Michigan
Zomer, William	Kalamazoo, Michigan

Special Students

Andreason, Karen	Holland, Michigan
Bauma, Georgia	Holland, Michigan
Becker, Barbara	Holland, Michigan
Becker, Patsy	Holland, Michigan

Bloemendaal, Betty	Zeeland, Michigan
Bloemendaal, Mary	Zeeland, Michigan
Boekhoven, Alida	Netherlands
Boyd, Gretchen	Holland, Michigan
Boyd, Jane	Holland, Michigan
Brower, Linda	Holland, Michigan
†Burns, Barbara	Holland, Michigan
†Burt, Alice D.	New London, Connecticut
Clark, Susan	Holland, Michigan
De Witt, Ruth Ellen	Hudsonville, Michigan
Ellert, John	Holland, Michigan
†Gill, Alice M.	Paterson, New Jersey
Hakken, Bernard Daniel, Jr.	Baghdad, Iraq
Hartgerink, Marlene	Zeeland, Michigan
Heldring, Joan	Netherlands
*†Houk, Budd B.	Bangor, Michigan
Houtman, Wilma Gayle	Holland, Michigan
Kang, Young Chae	Pusan, Korea
Kroll, B. Joan	Zeeland, Michigan
Linn, David	Holland, Michigan
Luth, Carol	Holland, Michigan
†Maatman, Rose S.	Virginia Park, Michigan
Mannes, Robert	Holland, Michigan
Miller, Constance	Zeeland, Michigan
Molenaar, Magdalena	Netherlands
Nienhuis, Judy	Hamilton, Michigan
Nonhof, Shirley Yvonne	Holland, Michigan
†Noordyk, Stuart	Grand Rapids, Michigan
Rackes, Edwine	Holland, Michigan
Spruitt, Jean	Holland, Michigan
†Steininger, George F.	Holland, Michigan
Timmerman, Betty Irene	Grand Rapids, Michigan
Van Dyke, Mary	Holland, Michigan
*Van Dyke, Robert S.	Grand Rapids, Michigan
†Vander Eerg, Willis	Holland, Michigan
*Veltman, Dean K.	Winterset, Iowa
Walters, Patti	Holland, Michigan
Wichers, Janet	Holland, Michigan

Summer School Students 1953

Alberda, Stanley	Holland, Michigan
Appledorn, Ron	Holland, Michigan
Bareman, Marilyn	Holland, Michigan
Bauman, Kenneth	Holland, Michigan
Benson, Robert	Bronx, New York
Bethke, George	Grand Haven, Michigan

Billett, John	Hamilton, Michigan
Boerema, Roger	Grand Rapids, Michigan
Boerigter, Jack	Holland, Michigan
Boersma, Dell	Holland, Michigan
Bosch, Carol	Holland, Michigan
Bouwman, Dale	Holland, Michigan
Cherven, Kenneth	Holland, Michigan
Corry, John	Brooklyn, New York
Decker, Anita	Holland, Michigan
*De Fouw, Arthur	Holland, Michigan
De Jong, Carolyn	Gray Hawk, Kentucky
De Pree, Alyce	Zeeland, Michigan
De Pree, Glenn	Zeeland, Michigan
De Weert, Ronald	Holland, Michigan
Doornbos, Jack	Holland, Michigan
*Dykema, Nelson	Holland, Michigan
Ferguson, Constance	Benton Harbor, Michigan
Ford, Elaine	Holland, Michigan
Gemmill, Harold	Holland, Michigan
Gronberg, Mary	Macatawa, Michigan
Huizenga, Betty Jo	Berwyn, Illinois
Irwin, Jack	St. Louis, Missouri
*Jongewaard, Albert Jr.	Jefferson, Iowa
*Kammeraad, Jack	Holland, Michigan
Kleis, Roger	Holland, Michigan
Klomprens, Alden	Holland, Michigan
Koeze, Tom	Grand Rapids, Michigan
Kuiper, James	Holland, Michigan
Lange, Edith	Grand Haven, Michigan
Lashua, Margaret	Castle Park, Michigan
Markey, Lorraine	Holland, Michigan
McCormick, Miriam	Holland, Michigan
Mc Dermott, "Bo" Clune	Indianapolis, Indiana
Mc Dermott, Martin D.	Indianapolis, Indiana
Menning, Fannie	Holland, Michigan
Montes, Piar Espana	Caracas, Venezuela
*Norlin, William	Holland, Michigan
Nuovo, Betty Anne	East Stroudsburg, Pennsylvania
Nyenhuis, Ruby Joyce	Holland, Michigan
*Ondra, Robert	Holland, Michigan
*Oosta, Richard	Grand Rapids, Michigan
Oppermann, Harold	Chicago, Illinois
Penna, Mrs. Ernest	Holland, Michigan
Plomp, Bernard	Holland, Michigan
Roos, Ruth	Holland, Michigan
Salm, Nell	St. Anne, Illinois
Salm, Wilma	St. Anne, Illinois

Sims, Lynn
 South, Avis
 Sothitada, Suphat
 Spaulding, John
 Steiner, Richard A.
 Tibbe, Martha
 Vander Kooi, Catherine
 *Van Wieren, Kenneth
 Vedder, Raymond
 *Veenstra, Lawrence
 Walker, Olin
 Weeber, Collins
 Weener, Delwyn
 Wildman, Constance
 Zwiep, Elsa

Grand Haven, Michigan
 Muskegon Heights, Michigan
 Thailand
 Detroit, Michigan
 North Bergen, New Jersey
 Holland, Michigan
 West Olive, Michigan
 Holland, Michigan
 Schenectady, New York
 Muskegon, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan

Evening School Students

†Avery, Lincoln
 Baar, Anna
 Bareman, William F.
 Bazuin, Barbara
 †Beerthuis, Jackie L.
 Bell, Marjorie A.
 †Bielbg, James W.
 †Bolt, Carolyn A.
 Boogerd, Joyce
 †Bosman, Norma D.
 Botting, Mildred J.
 Bouman, Wilma Louise
 Brandsen, Susie Jean
 Carley, Dorothy Betty
 De Boer, Jennie L.
 Dekkenga, Martin
 *Dykema, Nelson
 Eddy, Lillian M.
 Folkert, Wallace
 Gemmill, James Harold
 Gerritsen, Margaret
 †Gibbons, Mary F.
 Gill, Alice M.
 Harper, Vida A.
 Harper, Vida Annette
 †Heerspink, Gertrude
 Henninges, Barbara Bruins
 †Heyboer, Shirley A.
 †Hoogerhyde, Frieda E.

Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Pella, Iowa
 Holland, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Bellflower, California
 Matlock, Iowa
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Virginia Park, Michigan
 Paterson, New Jersey
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Holland, Michigan

Jonkman, Loucile	Holland, Michigan
Kalkman, Myrtle I.	Holland, Michigan
†Kaper, Martha	Hamilton, Michigan
*†Kiefer, William S.	Holland, Michigan
Kleinjan, Ruth Viola	Orange City, Iowa
Kleis, Gertrude M.	Holland, Michigan
Kooyers, Lucile	Holland, Michigan
†Korthals, Thelma T.	Holland, Michigan
Kranendonk, Catherine W.	Holland, Michigan
Kuiper, Henrietta	Holland, Michigan
*Kunen, John	Holland, Michigan
Kuyper, Helen	Holland, Michigan
Nelis, Dorothy J.	Holland, Michigan
Nemish, Sonia	Brownsville, Pennsylvania
Nyenhuis, Belva Hope	Holland, Michigan
†O'Meara, D. Kenneth	Holland, Michigan
†Overway, Betty M.	Holland, Michigan
Pas, Yvonne Fern	Holland, Michigan
*Paul, Daniel L.	Holland, Michigan
Paul, Joan	Holland, Michigan
Phillips, Jerry	Holland, Michigan
Roos, Ruth D.	Holland, Michigan
Schaap, Julia J.	Holland, Michigan
Schurman, Fred, Jr.	Holland, Michigan
Schutmaat, Juliet	Holland, Michigan
*Scobie, David E.	Holland, Michigan
Shoemaker, Arlene Ruth	Hudsonville, Michigan
†Slikkers, Maralyn A.	Holland, Michigan
†Steininger, Lulu V.	Holland, Michigan
Taylor, Barbara Ann	Holland, Michigan
Vande Bunte, Harold	Holland, Michigan
Vander Broek, Frances	Holland, Michigan
Van Faasen, Marie	Holland, Michigan
Vanderhill, Tena	Holland, Michigan
Vander Ploeg, Herbert Lee	Holland, Michigan
Van Dommelen, Peter, Sr.	Holland, Michigan
Van Harn, Anjean G.	Holland, Michigan
Van Lente, Carol Jean	Holland, Michigan
Van Ry, Joyce	Holland, Michigan
Van Slooten, Alma Ruth	Holland, Michigan
Van Wyk, Anita J.	Holland, Michigan
Van Zylén, Charles Wayne	Holland, Michigan
Verhage, Catherine	Grand Rapids, Michigan
†Wagner, Muriel D.	Holland, Michigan
†Walker, Lester	Holland, Michigan
†Walker, Olin	Holland, Michigan
Weiss, Dave	Holland, Michigan

† Wieskamp, Harry
Wissink, Elmer

Holland, Michigan
Holland, Michigan

Summary of Enrollment

Whole Year

Class	Men	Women	Totals
Seniors	109	49	158
Juniors	95	61	156
Sophomores	111	84	195
Freshmen	176	93	269
Specials	12	30	42
Evening College	23	54	77
Totals:	526	371	897
	Men	Women	Totals

Geographical Distribution

United States

Michigan	550
New York	124
New Jersey	51
Illinois	38
Wisconsin	24
Iowa	22
Indiana	12
Pennsylvania	9
California	7
Ohio	6
Washington	3
Kentucky	2
Virginia	2
Massachusetts	2
Minnesota	2
Oklahoma	1
Maryland	1
Arizona	1
Florida	1
South Dakota	1
New Mexico	1
Connecticut	1
Total:	861

Foreign Countries

Netherlands	7
Canada	3
Iraq	3
Korea	3
Phillipine Islands	3
China	2
Japan	2
Colombia	1
England	1
Iran	1
Java	1
Lebanon	1
Mexico	1
Pakistan	1
Persian Gulf	1
South India	1
Syria	1
Thailand	1
Trans-Jordan	1
Venezuela	1
Total:	36
Add U.S.	861
Total:	897

Religious Affiliation

Reformed Church in America	578
Christian Reformed	71
Methodist	61
Presbyterian	52
Baptist	23
Episcopal	14
Congregational	12
Lutheran	16
Roman Catholic	9
Evangelical & Reformed	6
Undenominational	6
Protestant	6
None	3
Berean Reformed	2
Others (one each or undesignated)	38
Total:	897

Graduates, 1953

A.B. Degree Conferred in 1953

Anderson, Stig Budtz	Holland, Michigan
Bauman, Kenneth Earl	Holland, Michigan
Beekman, Lloyd George	Grand Haven, Michigan
Benson, Robert Norman	Bronx, New York
Berends, Kenneth Lloyd	Middleville, Michigan
Berghorst, Marcia Anne	Zeeland, Michigan
Bethke, George Edmund, Jr.	Grand Haven, Michigan
Boeve, John Jr.	Zeeland, Michigan
Bogie, David Harlen	Manistee, Michigan
Bolthouse, Anthony Sheridan	Muskegon, Michigan
Bos, Ronald R.	Holland, Michigan
Bosch, Randall Bayles	Holland, Michigan
Botkin, Analene Pruis	Morrison, Illinois
Brandt, Donald Jack	Grand Rapids, Michigan
Brandt, Robert Rowland	Grand Rapids, Michigan
Bremer, Andrew Junior	Holland, Michigan
Broersma, Marilyn	Zeeland, Michigan
Bruininks, Adrian	Grand Rapids, Michigan
Bruns, Leonard Everett	<u>St. Thomas, Virgin Islands</u>
Burrows, Robert Daryl	Holland, Michigan
Buseman, Carol Elizabeth	Hawthorne, New Jersey
Christie, Catherine Adams	New York, New York
Crooks, Delores Eloise	Muskegon, Michigan
Decker, Gerald Henry	Chicago, Illinois
De Graaf, Daniel Lee	Holland, Michigan
De Jong, John	Holland, Michigan
De Jong, Marcine Muilenburg	Orange City, Iowa
De Vries, David A.	<u>Arni, South India</u>
De Waard, Jack Woodrow	Sheboygan, Wisconsin
De Witt, Dale Sherwood	Holland, Michigan
Droppers, Muriel Jane	Oostburg, Wisconsin
Dykema, Marjorie Anne	Muskegon, Michigan
Dykstra, Charles Leonard	Reed City, Michigan
Evers, Donald Raymond	Madison, Wisconsin
Exo, Warren Dale	Holland, Michigan
Ferguson, Constance Ann	Benton Harbor, Michigan
Forwood, Barbara Soper	Grand Rapids, Michigan
Fuder, Verne Eugene	Holland, Michigan
Geerds, Joanne	Holland, Michigan
Geerlings, Mary Joanna	Holland, Michigan
Gemmill, Miriam Joyce	Holland, Michigan
Gill, Helena Roelofs	Holland, Michigan
Grunden, William Oscar	Pittsburgh, Pennsylvania
Haas, John David	Mount Vernon, New York
Hanson, David Paul	Bogota, New Jersey
	Brooklyn, New York

Hascup, Jack Hibbard
 Heckel, Georgia Joan
 Heidanus, Phyllis Mae
 Herr, Betty Ann
 Hillebrands, Donald Bruce
 Hinga, Constance Boersma
 Hobler, Aurora Geraldine
 Hoffman, William Melvin
 Hogenboom, Kermit Grant
 Holstege, Ann
 Howard, Donald Clay
 Hungerink, Shirley Joyce
 Huyser, Lloyd Ernest
 Jacobs, Henrietta Lucille
 Japinga, Sally Schrier
 Jordan, Carl De Forest
 Kammeraad, Jack Warren
 Karsten, Mary Catherine
 Kempers, Kathleen Joy
 Kleis, Lois Jean
 Knopf, Roger Andrew
 Koeman, Esther Mae
 Kolkman, Ronald Lee
 Kruiswyk, Jeanette
 Lager, Joanne Marie
 Laing, William Davis
 Langwig, Robert Frank
 Larson, Charles John
 Leppink, Richard Anthony
 Louis, Kenneth Dale
 Lubbers, Arend Donselaar
 Luidens, Phyllis Ann
 Markusse, Helen Jean
 Mayer, Walter Georg
 McDowell, Elsie Louise
 Mestler, William Howard
 Miller, Donald Edgar
 Miller, Maxine Mulder
 Mitsos, Paul James
 Moessner, Barbara Jean
 Monk, Everett William
 Monroe, Donald Douglas
 Moolenaar, Robert John
 Moran, Mary Patricia
 Muyskens, George Dean
 Muyskens, Jean Harmelink
 Muyskens, Joseph Bernard

East Paterson, New Jersey
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 Orange City, Iowa

Nelsen, Robert John
 Newton, John Philip
 Noordyk, Stuart Paul
 Norlin, William Frederick, Jr.
 Northuis, Roger Lee
 Noxon, Jane Elizabeth
 Oakes, William John
 O'Donnell, William Roth
 Ondra, Robert John
 Op't Holt, Lois Jane
 Palen, Sally Ann
 Patton, Robert Deming
 Penna, Winona Wells
 Pennington, Harriett Ann
 Perkins, Robert Nightingale, Jr.
 Peterman, Lloyd Edward
 Pickens, Marjorie Mary
 Pott, Frances Leona
 Pott, Marjorie Jean
 Pyle, Nella Mae
 Raak, Kenneth Wayne
 Reidsma, Vernon C.
 Reinemann, Richard Louis
 Rieck, Norman Wilbur
 Ritsema, Arlene
 Roelofs, Betty Lou
 Rookus, John Jr.
 Roon, Peter Nelson
 Rottenberg, Isaac Cornelius
 Roos, Gladys Jeane
 Rozeboom, Claryce Joan
 Sailer, William Hall
 Schipper, Gordon David
 Schrier, Mary Elizabeth
 Schroeder, Carl Justin
 Scorza, Phyllis Van Setters
 Sikkema, Hermina Mary La Huis
 Sikkema, Wesley William
 Sinke, Warren J.
 Siter, Verlaine Ruth
 South, Leverne Dale
 Spencer, Robert Eugene
 Stearns, Neal Andre
 Studdiford, Helen Mae
 Tadayon, Hamid
 Tardiff, Rose Marie
 Ter Borg, Mary Jean

Union City, New Jersey
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 Grand Rapids, Michigan
 Holland, Michigan
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 Le Grange Park, Illinois
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 Maurice, Iowa
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 Maywood, New Jersey
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 Momence, Illinois
 Hudsonville, Michigan
 Zeeland, Michigan
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 Ashton, Iowa
 Coopersville, Michigan
 Ridgewood, New Jersey
 Gary, Indiana
 Muskegon, Michigan
 Paterson, New Jersey
 Grand Rapids, Michigan
 Hudsonville, Michigan
 Morrison, Illinois 13
 Holland, Michigan
 Berkeley Heights, New Jersey
 Muskegon Heights, Michigan
 Rochester, New York
 Holland, Michigan
 Somerville, New Jersey
 Teheran, Iran
 Holland, Michigan
 Denver, Colorado

Teune, Edith Betty	Chicago, Illinois
Teusink, Elmer Don	Holland, Michigan
Thomas, Gayle Stanley	Saugatuck, Michigan
Thomas, Gordon Edward	Saugatuck, Michigan
Thompson, Norman Winslow	Neshanic, New Jersey
Vandenberg, Frederick Earl	Grand Rapids, Michigan
Vanden Berge, Howard Gene	Grand Rapids, Michigan
Vanden Brink, Paul Laverne	Holland, Michigan
Vanden Broek, Margaret Ruth	Grand Rapids, Michigan
Vanden Hoek, Jeanette Joyce	Bellflower, California
Vander Aarde, Stanley Bernard	Orange City, Iowa
Vanderbush, Elizabeth Elenbaas	Holland, Michigan
Vander Jagt, Guy Adrian	Cadillac, Michigan
Vander Schaaf, Phyllis Deane	Jasper, Minnesota
Van Drunen, Joyce	South Holland, Illinois
Van Farowe, Carl Henry	Randolph, Wisconsin
Van Gilder, Roberta Jean	Williston Park, New York
Van Lente, Betty Anne	Holland, Michigan
Van Oss, Forrest Winifred	Jamestown, Michigan
Van Riper, John Leigh	Rochester, New York
Van Zoeren, Harold Raymond	Mohawk, New York
Van Zylén, Constance Lou	Holland, Michigan
Veening, Hans	Little Neck, L.I., New York
Veldman, Donald John	Grand Rapids, Michigan
Ver Meulen, Anne Vedder	East Grand Rapids, Michigan
Ver Meulen, Kathleen	Racine, Wisconsin
Ver Meulen, Ruth Eleanor	Grand Rapids, Michigan
Viening, Edward George	Holland, Michigan
Weeber, Collins David	Holland, Michigan
Weessies, Mary Ellen	Kalamazoo, Michigan
Westerhoff, Warren Richard	Holland, Michigan
Wierenga, Donald Peter	Grand Rapids, Michigan
Yu, David	Honolulu, Oahu, Hawaiian Islands
Zack, John Frank, Jr.	Muskegon Heights, Michigan

Michigan Provisional Teachers' Certificates**Elementary**

Berghorst, Marcia Anne
Broersma, Marilyn
Christie, Catherine Adams
Crooks, Delores Eloise
De Jong, Marcine Muilenburg
Dykema, Marjorie Anne
Forwood, Barbara Soper
Geerds, Joanne
Heidanus, Phyllis Mae
Hinga, Constance Boersma
Hobler, Aurora Geraldine
Holstege, Ann
Hungerink, Shirley Joyce
Kempers, Kathleen Joy
Kleis, Lois Jean
Koeman, Esther Mae
Kruiswyk, Jeanette
Lager, Joanne Marie
Lange, Carolyn Jeanne
Markusse, Helen Jean
McDowell, Elsie Louise
Miller, Maxine Mulder

Moessner, Barbara Jean
Muyskens, Jean Harmelink
Norlin, William Frederick
Op't Holt, Lois Jane
Penna, Winona Wells
Pennington, Harriett Ann
Pott, Frances Leona
Pott, Marjorie Jean
Pyle, Nella Mae
Reidsma, Vernon C.
Sikkema, Hermina La Huis
Studdiford, Helen Mae
Tardiff, Rose Marie
Ter Borg, Mary Jean
Vanden Broek, Margaret
Vanden Hoek, Jeanette Joyce
Van Gilder, Roberta Jean
Van Lente, Betty Anne
Van Zylén, Constance Lou
Ver Meulen, Anne Vedder
Ver Meulen, Ruth Eleanor
Weessies, Mary Ellen

Secondary

Bauman, Kenneth Earl
Beekman, Lloyd George
Benson, Robert Norman
Boeve, John
Bogie, David Harlen
Bos, Ronald R.
Bremer, Andrew Junior
Decker, Gerald Henry
De Graaf, Daniel Lee
De Jong, John
De Waard, Jack Woodrow
Ferguson, Constance Ann
Gemmill, Miriam Joyce
Haas, John David
Hanson, David Paul
Huyser, Lloyd Ernest
Jacobs, Henrietta Lucille
Kammeraad, Jack Warren
Knopf, Roger Andrew
Lashua, Margaret McLean
Louis, Kenneth Dale

Nelsen, Robert John
Northuis, Rodger Lee
Ondra, Robert John
Palen, Sally Ann
Ritsema, Arlene
Roelofs, Betty Lou
Roon, Peter Nelson
Roos, Gladys Jeane
Saunders, Harold
Schipper, Gordon David
Scorza, Phyllis Van Setters
Sinke, Warren J.
South, Leverne Dale
Stearns, Neal Andre
Teune, Edith Betty
Thomas, Gayle Stanley
Vander Schaaf, Phyllis Deane
Van Drunen, Joyce
Van Oss, Forrest Winifred
Wierenga, Donald Peter
Veldman, Donald John

Honorary Degrees and Awards

Honor Roll

Summa Cum Laude

Vander Aarde, Stanley Bernard
Van Zoeren, Harold Raymond

Orange City, Iowa
Mohawk, New York

Magna Cum Laude

Andersen, Stig Budtz
Botkin, Analene Pruis
Christie, Catherine Adams
De Witt, Dale Sherwood
Dykstra, Charles Leonard
Hoffman, William Melvin
Peterman, Lloyd Edward
Ritsema, Arlene
Siter, Verlaine Ruth

Holland, Michigan
Morrison, Illinois
New York, New York
Holland, Michigan
Reed City, Michigan
DeMotte, Indiana
Strasburg, North Dakota
Momence, Illinois
Berkeley Heights, New Jersey

Cum Laude

Bosch, Randall Bayles
Brandt, Robert Rowland
De Jong, Marcine Muilenburg
Gill, Helena Roelofs
Hinga, Constance Boersma
Karsten, Mary Catherine
Larson, Charles John
Leppink, Richard Anthony
Luidens, Phyllis Ann
Moolenaar, Robert John
Muyskens, George Dean
Muyskens, Jean Harmelink
Rieck, Norman Wilbur
Roos, Gladys Jeane
Rottenberg, Isaac Cornelius
Sikkema, Wesley William
Teune, Edith Betty
Van Drunen, Joyce
Zack, John Frank Jr.

Holland, Michigan
Grand Rapids, Michigan
Orange City, Iowa
Pittsburgh, Pennsylvania
Holland, Michigan
Horicon, Wisconsin
Manistique, Michigan
Grand Rapids, Michigan
Selkirk, New York
DeMotte, Indiana
Baldwin, Wisconsin
Orange City, Iowa
Union City, New Jersey
Ashton, Iowa
Holland, Michigan
Morrison, Illinois
Chicago, Illinois
South Holland, Illinois
Muskegon Heights, Michigan

Honorary Degrees

The Honorable Arad Riggs
The Honorable Charles Malik
Dr. James Leonard Poppen

Doctor of Laws
Doctor of Science
Doctor of Science

Prizes and Awards

- SENIOR ART AWARD—Lloyd Huyser
- FRESHMAN BIBLE PRIZE—Rudolph Emil Erickson, Charmaine Vander Myde
- COOPERSVILLE MEN'S ADULT BIBLE CLASS PRIZE—Robert Nykamp, Mary Tervelt
- JUNIOR BIBLE PRIZE—Marilyn Spackman, Kenneth Vermeer
- BOARD OF EDUCATION PRIZE—Neal Mol
- STANDARD OIL COMPANY OF INDIANA SCHOLARSHIP—Robert Schut, Robert Langenberg
- ECBERT WINTER EDUCATION AWARDS—Robert Allen Visser, Mary Janis Foster
- WILLIAM EERDMAN'S PRIZE—Harold Joseph Saunders, Earl Arthur Laman
- GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE—Rosalind Smith
- JUNIOR-SENIOR SCHOLARSHIP IN PIANO—Betty Schepers
- JUNIOR-SENIOR SCHOLARSHIP IN ORGAN—Jane Vander Velde
- JUNIOR-SENIOR SCHOLARSHIP IN INSTRUMENTAL MUSIC—Lois Maier
- CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN—Lawrence H. De Witt
- THE A. A. RAVEN PRIZE IN ORATORY—Arend Donselaar Lubbers, Allen Wolbrink
- THE ADELAIDE PRIZE IN ORATORY—Darlyne De Tuncq
- SENIOR BIBLE PRIZE—Phyllis Heidanus, Donald John Veldman
- PIETENPOL PRIZE—Randall Bayles Bosch
- PATTERSON MEMORIAL PRIZE IN BIOLOGY—Norman Wilbur Rieck
- DR. A. T. GODFREY PRIZE IN CHEMISTRY—Robert John Moolenaar
- GEORGE BIRKOFF ENGLISH PRIZE—Stanley Vander Aarde
- DOUWE B. YNTEMA PRIZE—Ronald Bos
- REGENTS SCHOLARSHIP—Catherine Adams Christie
- SOUTHLAND MEDAL—Arlene Ritsema
- THE DR. OTTO VANDER VELDE ALL-CAMPUS AWARD—Carl Henry Van Farowe

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